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ABSTRACT

This document summarizes, analyzes, and reflects upon the activities of the Southeastern Regional Center for the Improvement of Elementary School Social Studies established at Florida State University in Tallahassee, Florida. There are five major parts to the report. Part I contains a narrative summary of regional center activity from 1969 to 1971. Serving the states of Florida, Alabama, Georgia, and the Carolinas, the Center had three general objectives: (1) to strengthen the professional education of teachers; (2) to provide a means for successful implementation of new social studies curricula; and (3) to create a setting for research on problems of teacher training and curriculum innovation. "Man: A Course of Study" (MACOS), a conceptually designed, inquiry oriented, multimedia social science curriculum designed by the Educational Development Center, was selected as the most viable vehicle through which to implement the Center's stated objectives. The second part of the report discusses a community controversy which arose when a group known as Citizens for Moral Education sought to remove MACOS from the Columbia County public schools in Florida in November 1970. This case has particular merit for those who are interested in the support systems necessary for curriculum innovation. Part III evaluates the two week summer institute conducted for teachers by the Center in 1971. Teachers evaluated the institute, their MACOS training, and MACOS as a curriculum. Part IV contains reflections and generalizations of the directors regarding the entire project. Numerous appendices containing such items as brochures, participant lists, and survey instruments are included in Part V. (RM)

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The Florida State University

Tallahassee, Florida

Regional Center for the Improvement of Instruction in Elementary School Social Studies

Final Report

National Schience Foundation Grants GW-4520/GW-5847

May, 1969 - December, 1971

Submitted by:

Robert S. Harrison
Southeastern Regional Center
Man: A Course of Study
December 17, 1971

SO 014 155

Regional Center For The Improvement

Of Instruction in Elementary

School Social Studies

(Supported under a grant from the National Science Foundation)

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James E. Surdeen, Director: 1969-70
Wade Schlott, Demonstration Teacher

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PART I

Narrative Summary of Regional Center Activity: 1969-1971

Brief Overview of Center

The Southeastern Regional Center for the Improvement of Elementary School Social Studies was established in May of 1969 through a grant from the National Science Foundation. Establishment of the center was predicated on three general objectives: (1) strengthening the professional education of teachers, (2) providing a means for successful implementation of new social science curricula, and (3) creating a setting for research on problems of teacher training and curriculum innovation. Man: A Course of Study, (MACOS) a conceptually designed, inquiry oriented, multi-media social science curriculum designed by the Educational Development Center (Under grants from N.S.F.) was selected as the most viable vehicle for the center's stated objectives. The center's geographic region included the states of Florida, Alabama, Georgia, and the Carolina's. This document is intended to

summarize, analyze, and reflect upon the activity of the Southeastern Regional Center from the period May, 1969 to August, 1971 (N.S.F. grants GW 4520 and GW 5847).

A Summary of the Center's Activity

Part I: May, 1969 - August, 1970

Upon receipt of grant funds late in the spring of 1969, the director organized a meeting on the Florida State campus of regional public school curriculum supervisors, college professors of Social Studies Education, and other key leaders. Educational Development Center was represented by Mr. Peter Dow. The purpose of the meeting was to generate a commitment from schools to send teachers to a MACOS institute beginning in July, and to implement the curriculum in elementary school classrooms. Also attending the meeting were representatives from the Florida Migrant Education Project.

Since the lead time between funding and operationalizing the summer institute was short, the director personally contacted associates throughout the region who were unable to attend the

May meeting. Sufficient commitment was acquired and the July institute was held. Significantly, the institute served to establish MACOS at both Florida State and the University of Florida's demonstration schools. Additionally MACOS was implemented in selected schools served by the Migrant Education Project, which eventually resulted in a PhD. dissertation by Dr. Edward Caputo (see appendix I for a summary of his research regarding MACOS).

On the debit side, the Atlanta Public Schools neglected to implement the curriculum despite written and verbal assurances that they would. The director made every reasonable effort through Atlanta's administrative channels to have MACOS adopted. However, a change in key administrative personnel between the time participants were selected and trained, and the beginning of the school year resulted in the new administration refusing to be bound by "promises" of their predecessors.

During the academic year 1969-70 the director attended such regional and national meetings as Florida Council for Social Studies, Nation Council for Social Studies, National Migrant Education Conference, A.S.C.D., Alabama Education Association Convention, and Florida Education Association Convention. He worked closely with the Dade County Staff Development Committee and established a locally funded summer institute (1970) in Miami - one of the first such locally sponsored events to be held regarding MACOS teacher training.

The director was asked to assist colleges and universities within the region to prepare grant proposals for MACOS teacher training institutes to be held during the summer 1970. Four institutions submitted proposals: George Peabody Teachers College; Auburn University; Georgia State University; and the University of North Carolina. Peabody and Auburn received

funding, Peabody as a Regional Center and Auburn as a summer institute. Additionally, Georgia State, F.S.U., University of Florida, Peabody, and Auburn began using MACOS as part of their social studies courses for pre-service and graduate students. It must be noted, too, that in all but one case (Auburn) the local school districts where each of these colleges are situated adopted MACOS thereby assuring pre-service student teachers, graduate students, and faculty opportunity to experience the curriculum in operation.

In addition to the activities described, the director submitted a proposal to the National Science Foundation requesting funds to conduct "... a Spring Conference for the Training of Teacher Trainers using Man: A Course of Study." Though this request was not funded, the concept for such a conference was expedited a year later by Curriculum Development Associates on a national basis. The Regional Center held such a conference

in May, 1971, details of which will be related later in this narrative.

During the summer of 1970 the center was involved in two institute programs. Under the sponsorship of the Dade County (Miami), Florida Public Schools twenty-four teachers received five weeks of training in preparation for implementing MACOS in twelve schools in the Northeast district. The regional center provided consultant services to this institute and worked very closely with staff development personnel in arranging the necessary details. Dade's institute was directed by Mr. Julian Crocker, Principal of Norwood Elementary School who had worked with MACOS during part of its developmental stage at E.D.C.

The second institute program was conducted at Florida State University. Drawing participants from three states and the

Virgin Islands, this institute was conducted by the director and staff to train teachers from such diverse backgrounds as affluent private schools to black, rural, migrant schools. The diversity of participants' professional endeavors attests to the viability of MACOS as a vehicle for meeting the center's primary objective: improving the instruction of elementary school social studies. Among the institute participants were four who represented CRESC, a Title III center situated in Lake City, Florida. These teachers were to figure very prominently in a significant public confrontation involving the MACOS curriculum the following November.

During the summer of 1970 the director, along with Mr. Robert Harrison, assisted Dr. Walter Mercer of Florida A&M University in preparing a Cooperative College-School Science Program proposal to the National Science Foundation. Subsequently A&M received funding and in so doing became the first

traditionally black educational institution in the south to sponsor a MACOS teacher training program.

The tenure of the first director of the Southeastern Regional Center, James E. Sundeen, ended on August 31, 1971. Mr. Sundeen again assumed his position as Instructor of Social Studies Education and focused his attention on completion of his doctoral program. During this term literally thousands of students at both the public school and collegiate levels have studied MACOS, and the curriculum has become a permanent part of many school programs throughout the region.

Part II: September, 1970 - August, 1971

The directorship of the Southeastern Regional Center was transferred to Robert Harrison under a grant from the National Science Foundation commencing in September, 1971. Goals for the center's activity remained: (1) strengthening the professional education of teachers, (2) providing a means for successful implementation of new social science curriculum, and (3) creating a setting for research on problems of teacher training and curriculum innovation. The director set other goals for the center in addition to those listed above: (1) expand the implementation of MACOS within those systems already using the curriculum, (2) establish local institutes in those systems desiring to initiate MACOS (re: Dade County, Summer, 1970), (3) personally visit each school and classroom within the region currently using MACOS, and (4) design a teacher training institute model incorporating a clearly defined and operation-

alized method of inquiry with the conceptual framework and materials of MACOS.

The first month of grant activity was spent largely on organizational matters. Such items as notifying all MACOS schools within the region that the center was continuing to function, had a new director, and was interested in assisting those who requested consultation regarding problems (largely logistical) of implementation.

The director attended a meeting in Washington, D.C., September 25th called by Curriculum Development Associates, new publisher of MACOS. There it became quite obvious that a new model for dissemination, teacher training, and consultation services was being developed due to several factors. First, the National Science Foundation was not able to continue funding regional dissemination centers much longer. Second, the

publisher had an obligation to establish dissemination and teacher training procedures apart from federally financed projects.

Following the meeting in Washington the director wrote and submitted a grant proposal to the National Science Foundation for re-funding of the regional center. Subsequently, this grant proposal was not funded.

The director arranged for visitation to each school and school system in Alabama, Georgia, the Carolina's, and Florida (except Dade and Polk Counties) currently using MACOS. The purpose of these visitations was to access the status of MACOS implementation and dissemination throughout the region. Since the center had been in existence for nearly seventeen months and no such information was available, the director believed such an endeavor was justified in order to better comprehend the nature of future

activities. Attached as appendix II is a copy of the assessment form used during such visitations.

As a result of the regional director's visitations the following direct actions resulted:

(1) Establishment of a two day follow-up workshop in Phoenix City, Alabama conducted by Dr. Smith of Auburn University. Held in December, 1970.

(2) Establishment of ten in-service seminars in Miami, Florida conducted by Mr. Julian Crocker.

(3) Acquiring permission from the Board of Regents in Florida and South Carolina to conduct an F.S.U. sponsored institute in Spartanburg, S.C. However, the institute subsequently did not sufficiently materialize and was not held.

(4) Leon County, Florida (Tallahassee) purchased a complete set of films and expanded the program within the county.

(5) Alachua County, Florida (Gainesville) purchased a complete set of films. An in-service workshop was held in February, and the county expanded the program.

(6) Huntsville, Alabama expanded the use of MACOS in its city school system.

(7) Polk County, Florida (Bartow) requested budget funds to expand the program within the county, and sent their social studies supervisor to the F.S.U. Spring Leadership Conference. Requested funds were, however, not allocated (see appendix III).

(8) Co-ordinated the efforts of local administrators, teachers, and parents in Lake City, Florida with assistance of E.D.C. and C.D.A. in mediating a dispute which threatened to remove the MACOS curriculum from Niblack Elementary School.

For three weeks, in November of 1970, the director was totally engaged in a widely publized confrontation between a group known as Citizens for Moral Education and the local school authorities of Lake City, Florida. At the heart of this dispute was the question of professional perogative versus public authority regarding curricular matters. MACOS was given a most thorough review by a special panel appointed by the school board. This panel recommended the curriculum be retained, however the board made its retention as an optional part of the curriculum to be chosen through parental permission. A rather complete narrative regarding Lake City constitutes Section II of this report, therefore further elaboration on this topic will not be pursued.

Following the events of November in Lake City, the director completed his visitation schedule by meeting with administrators, teachers and students in Dade and Polk Counties. He presented an afternoon seminar to the Social Studies Education faculty

of the University of South Florida (Tampa), followed by a later presentation to curriculum supervisors in Hillsborough County (Tampa). Contacted by the Florida State Museum (Gainesville), the director presented the Netsilik materials to an exhibit committee who agreed to their use for a project on "Man and his Environment". This project should give MACOS wide dissemination throughout the state when finalized (see appendix IV).

Throughout the year the director conducted presentations and/or seminars in both graduate and undergraduate education courses taught in the College of Education at Florida State University. Additionally, he attended the A.S.C.D. convention in St. Louis where C.D.A.'s plan for spring leadership conferences was disseminated. While in St. Louis he had the pleasure of meeting, briefly, with Dr. Jerome Bruner. Following A.S.C.D. a mailout of nearly 2,000 announcements regarding the center's Summer Institute program was made to school systems throughout Alabama,

Georgia, and Florida. A copy of this mailing is included as appendix V.

At the request of Dr. Walter Mercer, Florida A&M University, the director presented the MACOS curriculum to Mr. William Wooley, coordinator for Panhandle Area Co-operative Education (P.A.C.E.). Mr. Wooley was responsible for contacting schools in nine North Florida counties for the purpose of acquiring participation in A&M's MACOS summer institute program under a National Science Foundation CCSP grant. Subsequently, thirty-two participants enrolled in two institutes held in Panama City and Marianna. The director continued to assist Dr. Mercer, and served as the on site director of the Panama City institute (June 14, 1971 - June 30, 1971).

A three day institute was held in Concord, California March 24th through March 26th for the purpose of trying a "model" for MACOS leadership training. For sometime regional directors have been

trying to implement MACOS in the state of California. It was through the director's friendship with Mr. Bob Watanabe, Coordinator of Social Studies for Contra Costa County, that the Concord institute was initially arranged. The Director contacted Mrs. Link of C.D.A. for assistance in staffing such an event. C.D.A. then decided to use Concord as a "Model" conference.

From May 3rd - May 5th the center was host to sixteen participants in a leadership conference such as the one presented earlier in Concord, California. These participants represented college professors, county social studies supervisors, P.A.C.E., the Florida State Museum, principals, and classroom teachers. Purposes of the conference were to qualify key leaders in establishing MACOS teacher education programs, to provide participants with an opportunity to explore the course content, methodology, and materials, and to establish a consultant cadre

to serve the important function of staff development in schools (see appendix VI).

The director's academic year activities, while functional in terms of grant objectives, provided generalizable data indicating that new and innovative curricula is most often viewed by schools within this region simply as new materials. Several persistent questions emerged throughout the constant contact with curriculum leaders:

(1) What will this replace?

(2) Do we have to buy the films?

(3) Can we purchase one or two "units"?

(4) What grade level is this recommended for?

(5) Why is it so expensive?

One suspects that such questions reflect a primary concern for traditional sequence, materials managability, and the anachronistic isomorphism of one-child, one-book, one-teacher, one-

classroom, one-discipline (history). Such concerns deny data input from an array of sources ranging, for example, from Piaget to the physical structure of new elementary schools. As Toffler points out in Future Shock, our past was in part characterized by immense gaps between innovation and application, and by slow, almost agonizing, changes in life-styles, values, and attitudes. The future can be more clearly comprehended if one recognizes the permanence of rapid technological change, a diversity of life styles, new and adaptive social institutions, and acceptance of temporary affiliation with most of the materials, and emotional associations one will encounter in a lifetime. Education, and curriculum most specifically, must adapt to future societal demands through both the physical tools (books, films, etc.) and teaching strategies it employs. Questions, therefore, that more properly might have been posed regarding MACOS could be:

(1) What will this curriculum do to enable students to better understand the nature of their being human?

(2) In what ways will MACOS provide students with a transferable system for processing data and posing critical questions?

(3) How does MACOS allow for a diversity of interests, abilities, and learning styles?

(4) How does what we do now in social studies meet the questions just posed in comparison to the MACOS curriculum?

The relevance of the latter set of questions to the nature and design of the future school curricula led the director to seek an exemplary model of teacher training. Only by example, illustration, and experience can teachers internalize the changes in both content and pedagogy necessary to shape functional

educational programs in the future. While there are various inquiry models available, few - if indeed any - have both the broad research base and wide implementation of Taba and Elzey's Thinking in Elementary School Children which identify three learnable/teachable sequential tasks for raising the level of children's cognition.

These cognitive tasks are: (1) concept formation and organization of data, (2) interpretation of data and generalizing, and (3) application of principles and hypothesizing. Since the teacher-student behaviors necessary to achieve higher level cognition are sequential, the processing of large amounts of data becomes more managable and systematic. The director's concern for inclusion of an operationalized inquiry strategy - one that had wide teacher-training implementation - is reflected in a statement from Curiosity, Competence, Community, Man: A Course of Study, An Evaluation:

> "From observations in classrooms, one important point related to classroom methodology seems clear:... the teacher is critical for success and plays a focal role - defining tasks in investigation, guiding children in setting up working arrangements, and following through the collected data and the new questions raised." (p. 28)

The director was able to secure the consultant services of Donna Floyd, Nobuo (Bob) Watanabe, and Mary Lin Pitalo each of whom teach in-service courses through the University of California on inquiry process founded upon the Taba Cognitive Tasks model. Both Mrs. Floyd and Mr. Watanabe studied directly under Dr. Taba and are co-authors of a teacher training program, Discovery Oriented Instructional Technique. Mrs. Floyd and Mrs. Pitalo are also MACOS classroom teachers, Mr. Watanabe is Social Studies Co-ordinator for the Contra Costa, California public schools. These consultants and the director designed

a two week teacher training program which integrated the content, concepts, and materials of MACOS and the instructional rationale of the Taba Cognitive Tasks. (See Appendix VII)

Attached as Appendix VIII is a sample component of the two week teacher training program developed under the auspices of the regional center during the summer of 1971. The module selected for inclusion in this report deals with the concept "adaptation." This module exemplifies the manner in which concepts and concept materials from MACOS are utilized for acquisition of both content and teaching strategy by participants.

The regional center sponsored institutes of two week duration during the month of July, 1971. Following the teacher training format as developed by the Taba specialists, these institutes were evaluated favorably by participants who felt they had experienced inquiry, understood it well, and were prepared to assume a new teaching role. Participants represented school systems in Alabama, South Carolina, and Florida who were either expanding the MACOS program or initiating implementation.

A grant extension was requested by the director and approved by the National Science Foundation. This extension gave the center an additional four months in which to prepare a summary report,

follow up on previous activities, and initiate further teacher training programs.

The Leon County, Florida (Tallahassee) Schools agreed to implement M.A.C.O.S. in an additional ten schools beginning in January, 1972. A workshop was held November 23-24 for twenty teachers who would extend their initial training through in-service seminars during January and February.

Including participants in the November workshop, the center has been directly responsible for conducting M.A.C.O.S. training for one hundred and twenty-five teachers and curriculum leaders during its tenure. (See Appendix IX)

PART II

Narrative Essay, "Lake City: A Community Controversy."

A group known as Citizens for Moral Education sought to remove a sixth grade social studies curriculum, MAN: A Course of Study (MACOS) from the Columbia County, Florida public schools in November of 1970. The actions of CME in challenging professional prerogatives of educators was felt at local, state, and national levels since the course was sponsored by the National Science Foundation and disseminated through Florida State University. This case has particular merit for those who are interested in the support systems necessary for curriculum innovation. The principal organizing theme presented here focuses on the issues, per se, and the reactions of those administrators and agencies directly involved.

Three teachers at the Minnie J. Niblack Elementary School, Lake City, Florida attended a workshop at Florida State University during July of 1970 to receive training necessary for implementation of MACOS. These teachers had received preliminary information concerning the course through a Title III project, CRESC, which was located in Lake City for the express purpose in introducing new curriculum to schools in a five county area of North Florida. This is an important point, since part of CME's challenge was directed at "outside" forces who they contended were seeking to destroy the morals of their children.

MACOS is a one year upper elementary school curriculum devised by Jerome Bruner through the Educational Development Center, Cambridge, Massachusetts under the sponsorship of the National Science Foundation. MACOS was developed to stimulate children to think about the nature of man and consider man's behavior as a product of culture. Using contrasting animal studies and an intensive study of the traditional life

of the Netsilik Eskimo, eleven recurring themes are presented through booklets, films, filmstrips, records, audio tapes, photo murals, and simulation games. The curriculum's adversaries, CME, pointedly objected to several of the themes and their presentation in several children's booklets and accompanynng teachers' manuals. The course begins with a study of the life cycle of living things: birth, growth, reproduction, and death. CME interpreted the inclusion of "reproduction" as the "...teaching of sex education without moral guidelines". Natural selection, and its adaptive processes, is also included to illustrate the need, in man, of social groups as a means of adaptation for survival. Again, CME interpreted this concept as the teaching of "humanism" which they defined as "...a godless, atheistic religion promoting evolution". Ergo, sex education and evolution were issues used by CME to generate their belief that the course was a communist effort to destroy American cultural values.

Man, and Moral Education in Lake City

Shortly after school opened in September the Reverend Don Glenn, Pastor of the Montrose Baptist Church in Lake City, visited his daughter's sixth grade social studies teacher and requested copies of materials being used in a new social studies curriculum, MAN: A Course of Study. Reverend Glenn was provided with copies of children's and teacher's booklets accompanying the course, some thirty-seven pieces of literature. Glenn returned to the school shortly after receiving the materials and discussed the course further with the teachers. Later, he made inquiries through the superintendent of schools regarding the course's approval by the State Department of Education. Finding that the materials were not listed as state adopted, he proceeded to form a "study" group of

other "concerned" citizens. This group became known as the Citizens for Moral Education.

Glenn found passages in the teachers manuals which he and his group interpreted as advocacy of sex education, evolution, the hippie-yippie philosophy, pornography, gun control, and the communist "line".

Excerpts of these passages were included in a petition CME printed and distributed within the community to enlist membership in their organization. Reverend Glenn was successful in acquiring sponsorship of a four part radio series in which he read the passages as cited in the petition. Three examples are offered as representative of the CME's analysis:

MACOS Teacher Manual # 3, "Introductory Lessons - Salmon", p. 53:

> "It is helpful to have live animals, such a grasshoppers, mealworms, crickets, gerbils, or mice in the classroom when discussing reproduction. As the children note the various stages of an animals lifetime, including the birth of off-springs, questions emerge which can be answered directly and immediately..."

CME Radio Broadcast # 3, 11/10/70:

> "If you can tell me how you can teach the process of reproduction without teaching sex education I'd like to know how it's done."

MACOS, "Talks to Teachers", p. 14:

> ...Beyond this, we have designed some activities so that children can confront their own emotional reactions to what they are learning - discussions of the sexual behavior of animals, for example, or the agressiveness of baboons."

CME Radio Broadcast #3, 11/10/70:

> ...Now parents and concerned friends may I say that reproduction with specific, detailed description can not be disseminated or taught without teaching sex education. We're not against sex education, per se, but we are against sex education without moral guidelines...We, as Christians, subcribe to the moral values of the Bible, God's word, which have been ruled out of the school's and classroom by virtue of the Supreme Court"...

MACOS, "Talks to Teachers", p. 70:

> ..."Third, all human societies develop distinct notions about supernatural powers, together with sets of beliefs about the origin of the world and its nature..."

CME Radio Broadcast #3, 11/10/70:

> "These notions about supernatural powers refer to your faith and mine in almighty God and in the word of God as His revelation of man."...

It was during the radio broadcasts that Glenn urged parents and "concerned" citizens to attend a meeting of the CME where the executive secretary of the state level CME, Elizabeth Piazza, would speak. The meeting attracted an estimated seven hundred people. The charges against the curriculum revealed on the air and in the petition were again presented and Mrs. Piazza associated these with descriptions of "pornographic activities" allegedly occuring in Orlando, Florida's public schools. It had been Mrs. Piazza and her CME group in Orlando which had brought national attention to their challenge of SIECUS materials in the Orange County schools eight months earlier. Later, it was learned that Mrs. Piazza belonged to The National Coalition on the Crisis in Education, a "right-wing" group whose primary purpose focused on opposition to courses and materials dealing with sex education.

The action of CME became state-wide news when the Niblack School attempted to hold its first PTA meeting of the year on November 4th. Reverend Glenn used the meeting as a forum to express his objections of MACOS, and made statements to the attending press that he objected to the course on the grounds that it: (1) ...is humanistic, it leaves God out of it, (2) it teaches evolution as a fact, and (3) it has

socialistic and sensual philosophy throughout its content. For the first time the public heard the other side as each of the three teachers stood and challenged Reverend Glenn.

The first to speak was John Millis. Millis is a man who serves the community not only as a teacher but as the pastor of a small Baptist church. Millis informed the gathering that the purpose of the course is to teach children what makes man unique and he urged parents to come to the school and see first hand how the course is taught. He contended that the "...discussion of sex is no more frequent than is found in other texts dealing with man..." and objected strenously to Glenn's contention that there are no moral guidelines for such discussion: "I have some deep religious convictions (and) would not and could not teach something against my convictions."

One of the teachers, Quintilla Lynch, claimed that some deliberate lies had been told about the course. Joyce Tunsil, the third teacher and one with twenty-five years experience in the county school system, defended the course content and recommended that it be retained. Millis had his students write brief statements regarding their understanding of the course. One child wrote "... (that) the course is trying to teach us how proud we should be that we can do things we want to do, and animals can't. We can talk and animals can't." Millis was later accused of planting similar endorsements by children.

On November 5th the Florida Times Union, largest newspaper in all of North Florida, declared "Course in Social Studies Creates Furor In Columbia." It was at this point where the Southeastern

Regional Director for MACOS, Robert Harrison, joined with the teachers and county superintendent in an effort to refute CME's charges. The Regional Director is a member of the F.S.U. faculty who is funded by NSF to conduct teacher education and dissemination activities related to MACOS.

Harrison arrived in Lake City on November 12th, the night CME was to make its appeal to the school board to have the course removed from Niblack Elementary. Prior to the school board meeting he met in his motel room with the three teachers, the superintendent, and the chairman of the school board. The situation was discussed, alternatives examined, and pledges of assistance from higher levels made by Harrison in an effort to bolster the ennui of those accused. During this meeting Harrison was told that each side would be given fifteen minutes to present their viewpoint before the board prior to any action the board might take. However, he was told very clearly by the board chairman that he would not be recognized, "under any circumstances", to make a statement. Neither would the teachers, they "...had had their say". Reverend Glenn would make the presentation for CME, those who were to speak for MACOS would have to step forward spontaneously from those in attendance.

The meeting that evening was orderly, heavily attended, and tense. Glenn made his presentation. Six parents of children enrolled in the course spoke in favor of MACOS. The board appointed an eight member panel, four educators and four lay people, to completely review the materials, hear both sides to the issue, and make a recommendation to the board by Tuesday, November 24th. Both sides were informed that they would be given two hours each on Tuesday night, November 17th,

five days hence, to make their presentations to the review committee. Reverend Glenn was appointed as a lay member to the committee in opposition to the course and Dr. Robert Marks, a local dentist, a lay member in favor of the course.

Up to this point the State Department of Education had been mute. It had, in fact, pointedly forbid the state social studies consultant to appear in Lake City at the school board meeting November 12th, and ignored requests to send a representative who would merely observe subsequent meetings. The funds for purchase of the MACOS materials were provided through a state grants system which allocates money to local schools according to locally determined priorities. The course was being used in twenty-six schools in the state all of whom had received funding for purchase of materials through state monies. Additionally, the state social studies consultant had written to Harrison on November 10th pledging her support for MACOS and commending the Lake City teachers for their "...commitment to good social studies instructions under these circumstances." This letter, later presented to the review committee, was written despite State Department instructions to the contrary.

The Columbia County School Superintendent had remained publicly conciliatory. However, he recognized the challenge CME represented to the entire instructional program and sought influential lay people in the community who would, and could, defend the course on its own merits. He was sucessful in doing this. He, personally, favored the course but pledged to abide by the board's decision regarding MACOS. During the previous year the county had undergone

severe tensions regarding school desegregation, though things were quiet on that issue at present. He believed any overt support he gave the course might compound the problem even further. Clearly his situation was tenuous. Nothing, incidentally, was heard from the principal at Niblack during the entire controversy.

Both John Gentry, course publisher, and Peter Dow, developer, came to Lake City for the review committee meeting on the seventeenth. The Assistant Dean for Instruction at F.S.U.'s College of Education was also in attendance. These three spoke to the committee regarding the nature of the course and the implications of permitting arbitrary censorship of materials in a public school system. Five parents of students enrolled in MACOS at Niblack School presented their endorsements of the course, and Reverend Phillip Lykes, pastor of The First Baptist Church, Lake City, challenged Reverend Glenn's analysis of passages excerpted from the teacher's manual. CME had ten followers, all local, present the committee a detailed page by page objection to children's and teacher's materials. Neither of the two groups were in attendance during the others presentation. Both presentations were taped by the local radio station. Dow's presentation was aired in its entirety the following night since Harrison had demanded equal, free air time to balance Glenn's earlier broadcasts. Thursday night the radio station held a question-answer forum for two hours, 7:30-9:30, which allowed the public to phone in questions to two respondents on each side of the issue. Reverend Lykes and Reverend Glenn found themselves in opposite camps - something the public must have found interesting.

On the same day as the radio forum, November 9th, Harrison phoned the Florida Times-Union and accused CME of resorting to "smear tactics", pointed out that the course was being used in over 200 schools in forty states and had never been subjected to such attack, that the universities' role was agent for the National Science Foundation, and that MACOS was but one of one hundred and twenty-five NSF projects at the university. His aim in promoting the interview was to publicly place the university and NSF behind the course since he believed a responsibility gap existed both at the local and state professional levels. The article was printed on Friday, November 20th, the next day the Times-Union printed Glenn's rebuttal. In his article Glenn again based opposition to MACOS on his contention that "...the entire course is predicated on the philosophy of humanism. Humanism in turn is based on the evolutionary concept of man ... We feel this course furthers the aims of the communists in this country."

A Time for Decision:

The Columbia County School Board met in special session in the auditorium of Lake City High School on Tuesday night November 24th. A large turnout was anticipated, the time for decision was at hand, and the tensions of past and present school crisis in the community was evident in the strained quiet of those assembled. The chairman of the school board called the meeting to order and asked the Reverend Glenn to lead the group in prayer. Glenn's prayer was temperate and concilliatory, calling for trust and understanding, a healing of divisive feelings and a spirit of cooperation whatever the decision might be.

Frank King, pastor of the First Presbyterian Church, presented the review committee report and recommendation:

Part I: What We Have Done:

We have had five meetings of the Committee, totaling approximately eighteen hours. As individuals, we have reviewed the teacher manuals and the pupil materials plus miscellaneous material given to us by interested persons.

As a committee, we have reviewed audio visuals, including thirteen films and three film strips and recordings.

We have listened to and questioned seven teachers including three who have been teaching the course; the principal of Minnie J. Niblack School; the Supervisor of Elementary Education; the Superintendent and Assistant Superintendent of Schools.

We have listened to and have questioned ten persons favoring the course and ten persons opposing the course; two hours each were given to the two groups. Two Committee members visited classes at MJN; four Committee members have talked with 6th grade pupils. By unanimous vote, our Committee has expressed its confidence in the teachers.

Part II: A Statement of Opinion:

We feel that more attention should be given to pupils in the home as to proper training. We believe that the primary responsibility for moral and religious education rests on the home than on the school.

Part III: A Statement of Appreciation:

This committee wishes to express its genuine appreciation to the Superintendent, Assistant Superintendent of Schools, to Mrs. Jean Shackelford for her work for the Committee, to William Brannon for directing the audio visuals and to all persons who appeared before the Committee. We further express our appreciation to those teachers who volunteered their time, effort and expense by taking the course of instruction at Florida State University last summer.

Part IV: Committee Action:

The Committee voted to present our report to the School Board, with the assurance that we shall be glad to answer in private any questions from the School Board. We recommend that MAN: A Course of Study, as it is now presented, be continued, and that after the end of this school year (1970-71) the course be made an elective and a state adopted course be offered.

No one on the board spoke. The burden of responsibility had been tranferred and these men sat alone, contemplating, avoiding each other's eyes, temporarily immoblized by the burden of decision. A motion, finally, was made: accept the committee recommendation. It died for lack of a second. A question: how can children whose parents objected to the course be expected to learn in such a situation? Another motion: Keep the course as it is, but make it elective as of tommorrow, and proceed with both MACOS and the traditional course. Seconded, voted on, and passed.

PART III

Evaluation of Summer Institute: 1971

SUMMER INSTITUTE, 1971, EVALUATION

There were eighteen participants in our two week institutes: sixteen were classroom teachers, one a curriculum co-ordinator, and the other an elementary school principal. Fourteen of the participants were females, all were teachers. The age range of the group was 22-25, however eleven of the eighteen participants were under thirty years of age and equally divided in range between 20-25/26-30. Sixty-six percent of the participants had seven or more years of experience, though the range extended from one year to twenty-two.

A formal four part evaluation instrument was administered on the final day of each institute. Also, during the first week participants were asked to respond, anonymously, to the question, "What are your feelings about this institute?". Items used on the formal evaluation are essentially those administered at previous M.A.C.O.S. summer institutes held at Florida State University. However, slight modifications were made in selected items in order to more accurately reflect our emphasis on inquiry teacher behaviors. Responses to each item have been computed in percentages.

The formal evaluation instrument is divided into four parts. Part 1 is designed to ellicit responses regarding participants attitudes about the institute. Part II items seek data regarding participants opinions on their preparation for teaching M.A.C.O.S., both content-wise and pedagogically. The third part enables participants

to evaluate their feeling concerning M.A.C.O.S. as a curriculum. Finally, Part IV provides participants an opportunity to complete item-stems, in their own words, that touch on each of the three preceding parts: the institute; M.A.C.O.S. training; and M.A.C.O.S. as a curriculum.

In Part I participant response indicates most had a very positive attitude regarding their institute experience, and that composition of the staff (social scientist, educator, classroom teacher) was quite effective. Since these institutes were specifically designed to follow an inquiry process emphasis and included an anthropologist on the staff, it would appear we have designed an effective planning format and staff "mix". There is one note of caution, however. Responses in Part IV indicate participants tended to reject didactism after having experienced the inquiry method. This suggests to the director that all staff members need to design and implement teaching methods more compatible with the spirit of such an institute.

Responses in Part II indicate most participants (80% or more) felt well prepared in M.A.C.O.S. concepts, content areas, inquiry methodology, and course purposes. However, a 66%/33% split was indicated in participants willingness to say "I don't know" to students. This may be a reflection of those participants who had always attempted to provide "right" answers and were suspending judgement on their own ability to inquire with their students as an innovative teaching

style. Perhaps, too, this indicates a need for contact with children during the institute in order to facilitate internalization of inquiry teaching behaviors. Previous institutes at F.S.U. had provided for such experiences. Since experience with children plus the formal training session extends the length of an institute beyond two weeks the director was obliged to formulate an effective institute program given the constraints of time and funding.

A post-institute survey could be conducted which would yield data regarding teachers self perceptions relative to a change, if any, in teaching style.

Part III analysis indicates some apprehension on the part of teachers relative to M.A.C.O.S.'s applicability within the broad socio-economic range of upper elementary students. The curriculum is perceived as one having a definite effect on students (killing of animals seen as being adverse) yet the majority (60%) were either unsure or disagreed about the appeal of the course residing in the materials. Perhaps this apprehension is, again, reflected in the lack of internalization of inquiry teaching. However, such apprehension is accompanied by a disclaimer of sorts in as much as all participants believed the teacher's guides to contain effective methods. One might infer that while participants generally acknowledged the effectiveness of the inquiry training they received, the primary source of guidance will still come through reference to the guides. Though

obviously a traditional-teacher behavior, reliance on teacher guides is in no way disparaged considering the unique scope of the course.

Part IV responses indicate the strong positive feeling participants had regarding their total institute experience. Though the reflection of didactism is again apparent in participant response, the director firmly believes the role of the staff anthropologist was, and should continue to be, vital from a cognate perspective. Given the two week time constraint there is an efficiency, on occasion, of the lecture method. The staff social scientist provided scholarly input regarding evolution, natural selection, social organization, kinship systems, and anthropological field research far beyond that found in course related materials. Of key importance to the director was the generalized feeling by participants that the institute was thoroughly planned by a competent and sensitive staff.

PART I

1. The workshop staff, composed of a wide variety of leadership skills* helped me to better understand the various components of implementing the MACOS program in my classroom.

   (1) Strongly agree.....83.4%
   (2) Agree.....16.6%
   (3) No opinion
   (4) Disagree
   (5) Strongly disagree

2. Has this summer institute served to raise new questions in your own way(s) of thinking or feeling?

   (1) None
   (2) Little
   (3) Some.....33.3%
   (4) Very much.....66.6%

3. If (2), (3), or (4), above, how do you feel about the fact that you now have new questions to resolve for yourself?

   (1) Very upset/concerned
   (2) Fairly upset
   (3) Not very good
   (4) Somewhat good.....44.4%
   (5) Very good.....55.5%

4. If you had known ahead of time what this institute would be like, knowing what you now know, would you still have come?

   (1) I'm not sure..... 5.6%
   (2) Absolutely no
   (3) Probably no
   (4) Probably yes
   (5) Absolutely yes.....94.5%

*Composed of two (2) teachers experienced with teaching MACOS, a curriculum specialist, a specialist in inquiry process technique, and an anthropologist.

PART II

1. Of the following responses, which one most clearly expresses your feeling about the way you have been trained to use MACOS films this year?

   (1) Very poorly prepared
   (2) Poorly prepared
   (3) Somewhat adequately prepared.....16.6%
   (4) Adequately prepared.....61.1%
   (5) Very adequately prepared.....22.2%

2. To what extent do you agree with the statement...In this Institute I have had many opportunities to discuss problems that might occur when I use MACOS in my school system?

   (1) Strongly disagree
   (2) Disagree
   (3) Not sure
   (4) Agree.....72.2%
   (5) Strongly agree.....27.7%

3. To what extent have the Institute leaders offered opportunities to discuss problems I might face in teaching MACOS in my school?

   (1) Not at all
   (2) Very little
   (3) Some.....16.7%
   (4) Much.....44.4%
   (5) Very much.....38.9%

4. Which of the following best expresses the way you feel about your current ability to use MACOS games?

   (1) Very poorly prepared
   (2) Poorly prepared
   (3) Somewhat adequately prepared.....22.2%
   (4) Adequately prepared.....77.8%
   (5) Very adequately prepared

5. In this Institute I have learned how to effectively use the MACOS concept booklets and other printed materials for children. Which of the following best expresses the way you feel about this statement?

   (1) Strongly disagree
   (2) Disagree
   (3) Not sure.....11.1%
   (4) Agree.....72.2%
   (5) Strongly agree.....16.7%

6. To what extent do you agree with the statement...I have developed a good understanding of the concepts to be taught in MACOS during this Institute?

(1) Strongly disagree
(2) Disagree
(3) Not sure..... 5.6%
(4) Agree.....77.7%
(5) Strongly agree.....16.7%

7. The major strategy in this social studies course is inquiry. To what degree has the Institute helped prepare you to deal with inquiry in the classroom?

(1) Not at all
(2) Very little
(3) Some..... 5.6%
(4) Much.....55.5%
(5) Very much.....38.9%

8. How well have the purposes and objectives of MACOS been made clear to you during the Institute?

(1) Not at all
(2) Very little
(3) Some
(4) Much.....55.5%
(5) Very much.....44.4%

9. To what extent do you agree with the statement...In the long run, I believe I'll get as much out of teaching this course as my students will get from my teaching it to them?

(1) Strongly disagree
(2) Disagree
(3) Not sure..... 5.6%
(4) Agree.....33.3%
(5) Strongly agree.....61.1%

10. I feel more secure now about telling my students..."I don't know" than I did before this Institute began. Your response to this statement is:

(1) Strongly disagree
(2) Disagree.....16.6%
(3) Not sure.....16.6%
(4) Agree.....55.5%
(5) Strongly agree.....11.1%

11. The sessions of this Institute have helped me know myself better. To what extent do you agree with this statement?

(1) Strongly disagree
(2) Disagree
(3) Not sure.....11.1%
(4) Agree.....55.5%
(5) Strongly agree.....33.3%

12. How well has this Institute prepared you to explain MACOS to your community?

(1) Very poorly prepared me
(2) Poorly prepared me
(3) Somewhat adequately prepared me..16.6%
(4) Adequately prepared me.....77.7%
(5) Very adequately prepared me..... 5.6%

13. To what extent do you agree with the statement...After this summer, I think I'll be less concerned if children have not learned many of the right answers?

(1) Strongly disagree
(2) Disagree..... 5.6%
(3) Not sure.....16.6%
(4) Agree.....61.1%
(5) Strongly agree.....16.6%

14. How well has this Institute prepared you to motivate children to ask "how" and "why" questions?

(1) Not at all
(2) Very little
(3) Some.....11.1%
(4) Much.....55.5%
(5) Very much.....33.3%

15. In this Institute I have learned that an easy-going, friendly atmosphere is conducive for stimulating children to inquire. To what extent do you agree with this statement?

(1) Strongly disagree
(2) Disagree
(3) Not sure
(4) Agree.....33.3%
(5) Strongly agree.....66.6%

16. The role of an instructor in an open-ended discussion should be that of a facilitator of student learning. To what extent do you agree with this statement?

(1) Strongly disagree
(2) Disagree
(3) Not sure
(4) Agree.....50.0%
(5) Strongly agree.....50.0%

17. A teacher will lose control of the class by using open-ended discussions. What is your response to this statement?

(1) Strongly disagree.....27.7%
(2) Disagree.....50.0%
(3) Not sure
(4) Agree.....11.1%
(5) Strongly agree.....11.1%

18. To what extent do you accept the statement...The MACOS Institute this summer was too loosely structured to really train me how to teach this course to children.

(1) Strongly disagree.....44.4%
(2) Disagree.....50.0%
(3) Not sure
(4) Agree..... 5.6%
(5) Strongly agree

19. Which of the following best expresses the way you feel about the training you have had in this Institute that will help you handle the flexibility evident in MACOS?

(1) Not effective at all
(2) Not too effective
(3) Not sure
(4) Effective.....77.7%
(5) Very effective.....22.2%

20. To what extent do you agree with the statement ...This summer Institute has changed my ideas about teaching a great deal.

(1) Strongly disagree..... 5.6%
(2) Disagree..... 5.6%
(3) Not sure.....22.2%
(4) Agree.....50.0%
(5) Strongly agree.....16.6%

21. To what extent do you feel that you have been prepared in this Institute to handle controversial topics in the classroom?

(1) Very poorly prepared
(2) Poorly prepared
(3) Somewhat adequately prepared.....55.5%
(4) Adequately prepared.....38.9%
(5) Very adequately prepared..... 5.6%

22. Of the following responses, which one best describes your reaction to the statement...In this Institute I have learned that both process and content should be emphasized when teaching children and I have a better understanding of the relationship between process and content?

(1) Strongly disagree
(2) Disagree
(3) Not sure.....16.6%
(4) Agree.....77.7%
(5) Strongly agree..... 5.6%

23. Which of the following best describes the preparation you received on how to use the salmon materials in MACOS?

(1) Very poorly prepared
(2) Poorly prepared
(3) Somewhat adequately prepared.....11.1%
(4) Adequately prepared.....77.7%
(5) Very adequately prepared.....11.1%

24. How effective do you think your training has been in the use of the herring gull portion of the MACOS materials?

(1) Not effective at all
(2) Not too effective
(3) Not sure.....11.1%
(4) Effective.....61.1%
(5) Very effective.....27.7%

25. Which of the following responses best describes your reaction of the statement...In some ways, I feel that I can't understand what the objectives of this course are?

(1) Strongly disagree.....11.8%
(2) Disagree.....88.5%
(3) Not sure
(4) Agree
(5) Strongly agree

26. Of the following, which is the best description of the preparation you now have for using the baboon material in MACOS?

(1) Very poorly prepared
(2) Poorly prepared
(3) Somewhat adequately prepared.....17.7%
(4) Adequately prepared.....64.9%
(5) Very adequately prepared.....17.7%

27. How effective do you think your training has been in the use of the Eskimo portion of the MACOS materials?

(1) Not effective at all
(2) Not too effective
(3) Not sure.....11.1%
(4) Effective.....66.6%
(5) Very effective.....22.2%

28. Many of the training sessions for us may have been uncomfortably intense. To what degree do you feel this way?

(1) Strongly disagree.....27.7%
(2) Disagree.....50.0%
(3) Not sure.....16.6%
(4) Agree..... 5.6%
(5) Strongly agree

29. To what extent do you agree with the statement...Some of the experiences of this summer Institute have improved my ability to accept people for what they are?

(1) Strongly disagree
(2) Disagree
(3) Not sure..... 5.6%
(4) Agree.....50.0%
(5) Strongly agree.....44.4%

30. During the summer Institute did you ever feel that the ideas in MACOS are more frustrating than informative?

(1) Never occurred.....33.3%
(2) Seldom occurred.....55.5%
(3) Sometimes occurred.....11.1%
(4) Often occurred
(5) Constantly occurred

31. To what extent do you agree with the statement...It bothers me for people to argue?

(1) Strongly disagree.....16.6%
(2) Disagree.....50.0%
(3) Not sure.....16.6%
(4) Agree.....16.6%
(5) Strongly agree

32. How helpful do you think this Institute has been in presenting a teaching strategy that could be applied to subject areas other than social studies?

(1) Not at all
(2) Very little
(3) Some.....22.2%
(4) Much.....50.0%
(5) Very much.....27.7%

33. How helpful do you think this Institute has been in presenting a teaching strategy that could be applied to social studies other than MACOS?

(1) Not at all
(2) Very little.....11.1%
(3) Some.....27.7%
(4) Much.....38.9%
(5) Very much.....22.2%

34. What is the extent of your agreement with the statement...As a result of this summer Institute, I feel that I'll have more fun teaching in the future than I've had in prior years?

(1) Strongly disagree
(2) Disagree
(3) Not sure
(4) Agree.....66.6%
(5) Strongly agree.....33.3%

35. In this Institute, sensitive topics have been given the attention they deserve. To what extent do you agree with this statement?

(1) Strongly disagree
(2) Disagree
(3) Not sure.....11.1%
(4) Agree.....77.7%
(5) Strongly agree.....11.1%

36. How effective do you feel that this Institute has been in helping you analyze and overcome problems you have in teaching?

(1) Not at all
(2) Very little
(3) Some.....50.0%
(4) Much.....44.4%
(5) Very much..... 5.6%

PART III

The following items refer to MACOS as a curriculum or course of study rather than the training you have received in this Institute.

1. Of the following responses, which best describes your reaction to the statement...I doubt if this course, even at its best, will have much effect on the children who experience it.

   (1) Strongly disagree.....50.0%
   (2) Disagree.....44.4%
   (3) Not sure..... 5.6%
   (4) Agree
   (5) Strongly agree

2. How do you evaluate the over-all effectiveness of the methods outlined in the MACOS manuals for teachers?

   (1) Not effective at all
   (2) Seldom will be effective
   (3) Might sometimes be effective
   (4) Will often be effective.....88.9%
   (5) Will always be effective.....11.1%

3. How do you evaluate the over-all effectiveness of the way the MACOS films are constructed?

   (1) Not effective at all
   (2) Seldom will be effective
   (3) Might sometimes be effective
   (4) Will often be effective.....77.7%
   (5) Will always be effective.....22.2%

4. In your opinion, will the showing of animals being killed have any adverse effects on students?

   (1) Not at all
   (2) Very little.....22.2%
   (3) Some.....77.7%
   (4) Much
   (5) Very much

5. MACOS requires more sophistication (of students) than ten and eleven year olds possess. What is your response to this statement?

   (1) Strongly disagree..... 5.6%
   (2) Disagree.....66.6%
   (3) Not sure.....27.7%
   (4) Agree
   (5) Strongly agree

6. To what extent do you agree with the statement...MACOS will appeal equally well to children from all socio-economic backgrounds?

(1) Strongly disagree..... 5.6%
(2) Disagree.....11.1%
(3) Not sure.....27.7%
(4) Agree.....33.3%
(5) Strongly agree.....22.2%

7. To what extent do you agree with the statement...The major advantage of this course is its materials (films, games, pictures, posters, etc.)?

(1) Strongly disagree
(2) Disagree.....33.3%
(3) Not sure.....27.7%
(4) Agree.....27.7%
(5) Strongly agree.....11.1%

8. Which of the following best expresses the extent to which you agree with the statement...I believe that MACOS is trying to teach evolution to children?

(1) Strongly disagree..... 5.6%
(2) Disagree.....44.4%
(3) Not sure.....27.7%
(4) Agree.....16.6%
(5) Strongly agree

9. What is your reaction to the statement...Nothing much about MACOS is really new?

(1) Strongly disagree.....11.1%
(2) Disagree.....44.4%
(3) Not sure.....27.7%
(4) Agree.....16.6%
(5) Strongly agree

10. MACOS is so flexible that a teacher could easily misuse this material. To what extent do you believe this?

(1) Strongly disagree.....11.1%
(2) Disagree.....33.3%
(3) Not sure.....16.6%
(4) Agree.....38.9%
(5) Strongly agree

PART IV

Participants were requested to complete nine statements and add other comments if they so desired. Responses from both institutes are presented precisely as written.

Complete the following statement in the space provided:

1. THE PHASE OF THIS INSTITUTE THAT I DISLIKED MOST WAS:

...a couple of lectures that weren't very worthwhile.

...not being able to attend a longer period.

...the lectures that the anthropologist gave.

...because of the new format of this course I felt unsure about going into a new course. That is all I disliked.

...the few times that we were taught by the lecture technique.

...the lecture part of the Institute, but I realize there are phases that had to be covered by lecture.

...the anthropology lectures toward the end (not the first ones on evolution).

...Tony's long anthropology talks; his information up to a point was good but his anthropology terms lost me most of the time; also I don't prefer the lecture type discussion (especially for one hour and thirty-five minutes); his talk about the skeletons was the most valuable but should be shortened to be about thirty minutes - no longer!

...I did not necessarily dislike the part about the Netsilik - I just enjoyed the part about the animals more.

...it's brevity.

...the discussions and opportunities for interactions.

...there was no phase of the Institute that I disliked.

...the interview by an anthropologist.

...the short time it lasted.

2. THE MOST POSITIVE THING ABOUT THIS INSTITUTE WAS:

...the development and broadening of a new type of program.

...the inquiry approach the teacher used. They motivated, set up question, then let students search with their help.

...the acceptance of answers to open-ended questions.

...the instructors were so enthusiastic and used so many techniques.

...the training I got in MACOS in going back and teaching the course that I didn't know before.

...acceptance of ideas and answers.

...the role the teacher is to play in this learning process. Use the inquiry approach to teaching.

...it made me more aware of the inquiry process.

...acceptance of everyone and everyone's answers.

...the variety of activities planned for us kept our interest alive as well as the "accept anything we say" atmosphere.

...the warm atmosphere of group and the interesting manner in which the materials were covered.

...no one was threatened, the open discussion on all aspects of man including races, cultures, etc.

...the open-ended questioning - acceptance of responses and guidance toward forming of generalizations.

...the conductors of workshop. Materials positive also.

...the inquiry approach that was learned of other cultures and could be understood.

...the relationship with everyone in Institute. The dedication of professors in giving a clear view of all ours.

...it acquainted me with the materials and concepts I will be required to use in teaching MACOS.

3. THIS INSTITUTE, COMPARED TO OTHERS I HAVE ATTENDED:

...was excellent.

...this Institute was built around research both on the part of the teachers and students.

...I haven't attended any previous workshops.

...was the very best. I didn't want to have it end. Most in-service programs and institutes leave me feeling empty. This didn't.

...were helpful in helping me because we really got down to actually classroom teaching and not all lectures.

...I have not attended any other institute.

...more relaxed, friendlier atmosphere, more informative.

...excellent.

...was great - never before have I attended one where we were all so involved - not boring as some.

...much, much, much more interesting and helpful in preparing me for the MACOS.

...I have not attended any others.

...was far more interesting.

...more relaxed atmosphere; better self-concept concerning own abilities; more discussion and interaction.

...very well planned, little waste of time, professors very adequately prepared, relationship with all students very good.

...very good.

...it was more relaxed. There was a feeling of complete group rapport. More was learned with less intense study. There was no pressure.

...never attended one before.

4. IN MY OPINION, THIS INSTITUTE COULD HAVE BEEN MORE PROFITABLE IF:

...I really can't think of anything else that would have made it more profitable.

...it was given to all teachers who will be teaching it.

...our anthropologist should have been used more for a resource person.

...no comment.

...I could have had more time in the course instead of two weeks.

...the anthropologist had been used as a resource person.

...was a good institute - could have had a little less lecture type.

...the anthropologist had been allowed more time to reflect upon MACOS materials rather than on anthropology itself. Although this was interesting, too.

...we had had some children (not ones already acquainted with MACOS) to work with and try our new techniques.

...I could have had one or two chances to either teach or observe a MACOS lesson in progress.

...it could have been longer.

...there had been demonstrations of using MACOS with a group of children (fifth or sixth grade) from a comparatively lower economic background.

...longer for more time to deal more with materials and discussions.

...I believe the Institute as it was conducted was profitable. I feel I have a good foundation upon which to begin teaching this course.

...there was a longer period of time in which to cover the material.

5. THE SELECTION OF SALMON, HERRING GULL, BABOON, AND NETSILIK ESKIMOS AS UNITS IN MACOS, IN MY OPINION, IS (IS NOT) APPROPRIATE BECAUSE:

...it gives a good reflection for comparison of man and animals.

...their behavior patterns and structures are related.

...it relates that man and animals have many similarities in life cycle, structure, social organization, learning, and structure/behavior/adaptation.

...is appropriate because they showed how various animals reacted, then showed man. After studying this man we learned how all men are similar.

...is appropriate because it helps me in teaching the lesson on these animals.

...is appropriate because it relates similarities and differences between man and animals.

...is because they can be used in making comparisons. Their behavior patterns and structure are good for study.

...is because these represent four distinct ways in which animals live. They show both similarities and differences as applied to the concept of MACOS.

...they give a broad selection of differences (familiar salmon and gull), (unfamiliar baboon and Eskimos) to study yet we see how they are all similiar.

...is because the program seems to work from the simple animals into the more complex. In a sense the children can identify familiar animals with those being studied.

...they are simple enough to get across the objectives of MACOS to students and teachers!

...of the contrasting and similar aspect of the behavior and social organization of each.

...there is a progression from a relatively uncomplicated animal to the most complicated - man. There is a definite pattern for comparing and contrasting their ways of life. The animals selected are highly interesting.

...much can be discussed using these materials.

...comparisons of man & animal and the adaptation of each to its environment and the superiority of man.

...very good and appropriate for study in the school that I work.

...these units give students information necessary to compare, contrast and stimulate their thinking to arrive at the objectives of MACOS.

...with the use of the films the study has greater affect on youngsters.

6. WHEN COMPARED TO OTHER SOCIAL STUDIES, MACOS IS:

...so much more fun and interesting, that the 6th grade social studies teacher will have problems motivating children after having MACOS.

...what we've needed for a long time! Really gets kids involved and has something for all.

...something the children can apply to themselves.

...more interesting, better adapted to our lives today.

...more interesting, fun and helpful. It makes you think.

...most helpful because of the background of Man and animals.

...excellent. I hope I can effectively instruct so that the students will get as much as I did.

...much more interesting in that every child can participate regardless of grade-level learning.

...a more interesting subject that will interest boys and girls of all ages.

...tops.

...beyond any doubt, the better Social Studies program. It is much more interesting and important to both students and teachers.

...more interesting, concepts will be brought out by the children.

...because of its content geared more toward making comparisons and generalizations than other social studies courses of study.

...more group centered. It not only teaches children how to work well together but gives them many and varied opportunities to do so.

...far advanced.

7. THE TIME WE SPENT IN THIS INSTITUTE ON GETTING ACQUAINTED WITH MACOS MATERIALS WAS:

...very valuable and one of the most important aspects of the institute.

...very useful and necessary - at times I felt I needed more time on them.

...very profitable.

...very helpful to me.

...adequate.

...very helpful because it helped me in going back and teaching the course with materials.

...very informative. Thorough.

...adequate and informative.

...two weeks.

...very profitable.

...adequate.

...in detail - the understanding of how to use a few that we didn't go into detail - I feel comfortable.

...fairly adequate considering the limited time of the institute.

...rather short. Would like extended time.

...very much adequate.

...very good, most informative, well planned.

...adequate.

...very interesting.

8. THE TIME WE SPENT IN THIS INSTITUTE ON LEARNING EXACTLY WHAT THE INQUIRY APPROACH IS:

...so good that it will affect my teaching of other subjects hopefully for the rest of my life.

...was a vital point. This will help in other subject areas too.

...very profitable.

...going to be most helpful to me in teaching this course.

...was very helpful.

...very interesting. I am glad I learned this inquiry process.

...was brought out or presented very carefully and successfully.

...two weeks.

...was very informative and will be of great profit.

...was very worthwhile; I wish we had had the time to do more with it.

...was in detail - had a chance to demonstrate this approach on our own.

...extremely adequate. If I never teach MACOS I feel that my time in the Institute was well spent because of the application of this method.

...appropriate (Maybe because of persons training.)

...was adequate and made to feel comfortable in the use of it.

...was adequate. Our discussions always began with this approach.

9. IN MY OPINION, THIS INSTITUTE WAS (WAS NOT) WELL ORGANIZED BECAUSE:

...we never had a spare moment and each instructor knew exactly what he was to do, when and how to do it.

...it ran along so smoothly and there was so very much material to be covered and completed in just two weeks.

...it covered the materials as well as the approaches to the course.

...we had an excellent staff. The teachers experienced in teaching MACOS were most helpful. The anthropologist gave excellent background in this field.

...I feel that I have an adequate overall understanding and view of the course. It was very interesting and helpful to me.

...the Institute was well organized because of the materials used.

...very well organized and smoothly run.

...there was never any fumbling or confusion as to what procedure would follow next. No wasted time.

...the persons conducting it had experience before presenting it to the group.

...each activity we did was very profitable and not a time passer.

...we were able to cover such a huge amount of materials in such an interesting way.

...instructors had no problem whatsoever in presenting material.

...all the things covered were important.

...the objectives and materials were planned in advance. The team-teachers showed evidence of careful cooperative planning to implicate objectives and materials.

...well organized, good sequence, opportunities for discussion and divergence.

...of the information and concept and inquiry approach developed.

...very well organized.

...we were presented with a good understnading of the ideas, topics, concepts and materials involved with the use of MACOS.

10. OTHER COMMENTS:

...thoroughly enjoyed it! Should be taught everywhere.

...I am very anxious to begin this program.

...I feel that our instructors have spent much time in preparing for this institute and I really did enjoy working with them.

...I thoroughly enjoyed this workshop and feel very excited about teaching MACOS.

...I would be interested in taking another workshop of this kind.

...I am not sure that these forms can be validated because of the differing individual connotations given words and phrases such as "teaching evolution", "misuse", "get as much out of", "argue", "adverse effects on students", "new".

...program great!

...enjoyed everyday.

...I am very excited about teaching MACOS in the fall to my classes. I look forward to a "fun" year.

Participants were requested to respond to the question "How do you feel about this Institute?": responses were made on 3X5 cards and no identity of the writer was requested.

EVALUATION AS OF 7-7-71

It's a good workshop. I have a feeling that we as pupils are not participating as much as we could but that is certainly not your fault. I think we will "open up" more. I am getting much from it.

Seems as if much planning has been involved. Interesting! Enjoyable! Different from the "drab" college courses.

The workshop has been very worthwhile. I have gained a lot of good information.

I have a very warm feeling about this workshop - it's different than any other class I have ever attended. The organization by staff has been great. I feel I am learning a lot though I still feel a little unsure how I will be able to use the material.

The workshop has been very enjoyable and informational because of the varied amount of materials at hand to work with, and the way in which they were presented.

The easy way it has progressed from one activity to another, not to seem hurried, however, getting lots of things accomplished within one day. I've already learned a lot and feel sure I'll learn much more. The evolution "bit" and film was most impressive.

I have thoroughly enjoyed the workshop thus far! The only thing I have to offer is perhaps to shorten the lectures on anthropology and give us more concrete experiences with MAN. I am not saying do away with them, just shorten them.

The workshop is very interesting because I enjoyed the lecture on Man and animals and most of all the films and materials on who am I.

The workshop so far has been very informative and interesting. Many things we've talked about I know little about. Things learned in this course could be used in other areas as well: examples - inquiry technique, observation techniques.

I have been informed, enlightened.

The materials and processes included in MAN has started me doing some critical thinking. I hope I can transfer this to my classroom.

EVALUATION AS OF 7-21-71

1. Enlightening
2. Interesting
3. Refreshing approach to the MACOS
4. Thought provoking; and develops imagination
5. Helps to make one aware of his relationship to one another
6. Makes one realize that the natural environment may cause ones actions to be different from another, even though it is different from yours it is not wrong.

1. Very well planned, no waste of time
2. New ideas are being presented to aid in classroom instruction of MACOS
3. Friendly atmosphere - exciting

The workshop thus far has been very interesting. I feel that the course provides many various experiences and will make children want to learn because of the pleasure gotten from it.

I am very impressed with this workshop. I like the idea of doing and working in groups rather than just absorbing information from a lecture. Also, by using the inquiry method on ourselves we have a feeling of how our own students will react as we have experienced the thinking process ourselves as well as some of the activities they will be asked to do.

1. Very interesting to this point. Wish it were possible to participate in something of a quarter-long course.
2. Ideas for use in teaching are plentiful. Can see the students would really enjoy MACOS using many of the ideas presented thus far.

The workshop has been very stimulating - relaxing. It has made me aware of techniques to help children become involved in discussion - example 5 minute pause after question, how to help children in phrasing generalizing for recording and reemphasized to me the importance of artistic, creative expression in stimulating thinking and interest. The anthropological content has been fascinating to me.

Feel the open discussion is good. Anthropology is very interesting. The creative work we do is fun. Nobody should feel threatened here.

PART IV

Reflections and Generalizations

REFLECTIONS AND GENERALIZATIONS

This section of the report is one in which the directors have the least amount of specific data to relate. Yet, it is the one area in which a vast array of experiences might be condensed into generalized statements regarding our total involvement in the project. Having disclaimed quantifications, we shall attempt to convey some of our impressions regarding "a Regional Center for the Improvement of Elementary School Social Studies..."

1. The Man: A Course of Study curriculum has proven to be a highly stimulating vehicle for creating a more open, inquiry-oriented classroom environment. Use of the program at both in-service and pre-service levels with a wide variety of teachers and students indicates a universality of appeal and application. The power of the ideas and the force of media used to convey these, has given practitioners a curriculum that has relevance to several key concerns facing the profession today: a need to humanize life in classrooms; changing the role of teacher from one of authority to facilitator; use of substantive content focusing on sensitive issues (e.g.: aggression, the role of family, social order); and improving the quality of thinking by students. Man: A Course of Study has a vitality that engenders the avid interests of graduate students and fifth graders alike. As a vehicle for change this program has demonstrated a scope and impact seldom seen in the field of education.

2. Southern states, having lost a long and sometimes violent battle to retain the dual school system are generally reluctant to risk agitating the pervading social climate with social studies curricula having potential sources of controversy. Larger, more cosmopolitan urban areas and university-centered communitities being rather consistent exceptions.

This observation may not be entirely germane to this region, but implementation appears almost inverse to the effort expended disseminating M.A.C.O.S. This suggests the need for either more local "agents", a professional field staff having narrower territorial responsibility, or simply - more time.

3. Most school systems are concerned with form rather than substance. Questions most often asked by administrators reflect a concern for schema and logistics rather than quality of the educational program. It appears futile, in most cases, to expect people hired to preserve the status quo to generate substantive change.

4. The success of one's teacher training program is directly related to the staff's sensitivity, genuine interest, and acceptance of each participant's individuality. The more humanistic your institute, the greater the participant internalization of course purpose and design.

5. There is as much need to have teachers and administrators develop effective community relations plans as teaching plans. The latter can readily fail regardless of its quality if the former is given a cavalier treatment.

6. Regional Center Directors have roles to play which tend to be too diverse and, in some instances, at cross purposes. It is difficult to appear objective, persuasive, critical, and creative in the same context. Was it wise to have directors responsible for course adoption as well as teacher training and evaluation?

7. The diversity of competencies on institute staffs was an effective idea which broadened the perspective of all who were involved in these enterprises.

8. Implementation is most easily effected in public school systems having relatively large amounts of federal funds available for purchase of materials.

9. The concept of "T 2's" (teachers training other teachers) was not effective in this region for a number of reasons, mainly:
   (1) lack of support from administrators and supervisors
   (2) lack of role perception - most teachers do not view themselves as curriculum leaders or spokesmen

10. Use of the MACOS Program in pre-service courses should have a significant influence on the future quality of social studies instruction - maybe more so than all the summer institutes.

11. The most rewarding personal aspect of directing the program has come through the unsolicited endorsement of children who, probably for the first time, see some purpose and meaning in their social studies.

The directors wish to express their gratitude to the National Science Foundation and the Educational Development Center for providing both the opportunity and the means to better understand their own humanity and share this experience with others.

PART V

APPENDICES

APPENDIX I

Research Report on the Use of M.A.C.O.S. in the Florida Migrant Program

A BRIEF REPORT OF THE EVALUATION OF MAN: A COURSE OF STUDY IN THE FLORIDA MIGRANT COMPENSATORY PROGRAM

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INTRODUCTION AND BACKGROUND

During the academic year 1968-69 the Migrant Education Section of the Florida State Department of Education, under the direction of Mrs. Minnie Lee Fields, formulated a project for the field testing of instructional materials with agricultural migrant children. The project was implemented by entering into an Agreement, negotiated by Mr. Floyd Christian, Commissioner of Education, with the Board of Regents of the State University System. The office of the Board of Regents and the State Department of Education agreed to delegate the responsibility for conducting the project to the Department of Research and Testing, College of Education, Florida State University.

Most of the field testing was conducted during the academic year 1968-69. However, one study that began before the original contract expired was continued throughout the 1969-70 academic year through the cooperation of many agencies.

The central focus of that study was an experimental social science curriculum for intermediate elementary school children. This report is concerned with an evaluation of the program. The program entitled Man: A Course of Study (MACOS), is a one-year course based upon concepts in the behavorial sciences. It was developed under grants by the Ford Foundation and the National Science Foundation, and was prepared by the Educational Development Center, Inc., Cambridge, Massachusetts, using the instructional theories and guidance of Jerome Bruner of Harvard University.

Restrictions upon the dissemination of the course required the purchase of the materials in appropriate quantities by a school system, and purchase could be made only if teachers intending to teach the course would participate in a five-week National Science Foundation-Sponsored institute which would provide both practical and theoretical introduction

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to the materials and teaching methods of MACOS. In cooperation with other agencies, the Migrant Education Project agreed to purchase the materials for three elementary schools enrolling large numbers of agricultural migrant children. The Department of Social Studies Education, College of Education, Florida State University, agreed to reserve six positions in the National Science Foundation-sponsored institute to provide training for two teachers in each of the schools selected by the Migrant Education Project.

This report will provide a description of the MACOS materials, its instructional theories, the characteristics and activities of the teacher training in the summer institute, the dissemination of materials to teachers trained during the academic year in in-service workshops, and an evaluation of the contribution of the materials to the educational progress of the children involved.

BACKGROUND

Rationale for the Selection of the MACOS Program

Generally, the selection of the MACOS program was determined by the appeal of its methodology and content. It employs multi-media instruction and a modular organization. There is an absence of cultural bias in the content; it emphasizes oral discussion; and teacher training programs were available.

Language Development

There is much evidence that disadvantaged children are often deficient in language skills. Three elements of the MACOS program were appealing because they appeared to compensate for these inadequacies.

First, the theoretical idea concerned with learning by enactive, iconic and symbolic modes of expression implied that children would not be required to learn everything from the printed page, as is so often true in traditional social studies.

Second, the variety of media in the program was evidence that the theory was incorporated in the actual practice of the program.

Third, the continual use of classroom discussion activities, stressing the manipulation of ideas through oral language, was most appealing.

Modular Organization

The program was organized as a series of modules, each of which was designed to develop a specific set of information, insights, and understandings. The modules were so ordered that children working through the total program would build new understandings upon the basis of the insights developed in preceding modules, but each module possessed an integrity of its own. It seemed that migrant children who entered the program late should be able to become active participants in the learning processes quite easily and quickly. It also seemed that those who withdrew early would have gained from whatever instruction they received because of the integrity of each module. For these reasons, the organization of the program appeared to make it highly functional for migrant children.

Bias-free Content

The children of the universe represented by the sample of this study are part of the subculture of the mainstream of American society. In the past, traditional social studies content contained elements of cultural bias that served only to confuse deprived subcultures. The MACOS curriculum, however, is made up of content that is culture fair.

Teacher Education

Research conducted by the evaluation staff of the Educational Development Center, Inc., has shown that the MACOS program enables teachers to depart from the rigid pedagogy often associated with social studies. It has been demonstrated that this rigidity is often found in schools enrolling large numbers of deprived children. In such situations, the children do not become active partners in the learning process--a relationship which deprived children desparately need.

The availability of the NSF-sponsored summer institute training at the Florida State University provided access to the MACOS methods and promise for a less rigid and more open teaching style.

In the Fall of 1969, dissemination of MACOS was limited to schools meeting certain teacher education requirements. Those requirements were twofold: First, MACOS materials could be purchased by enrolling participants in a National Science Foundation-sponsored summer institute. Second, by provision of in-service workshop training, using the Man: A Course of Study Seminars for Teachers. Seminars for Teachers is a series of plans, suggestions, and materials for in-service workshop sessions which parallel the curriculum of the course. Seminar leaders in each school would be those teachers who received training in an official summer institute. The following will provide a brief description of the training under both conditions.

Summer Institute Training

Teachers participating in the Florida State University NSF summer institute received graduate credit, free tuition, tax-free stipends and travel reimbursements from July 7, 1969, through August 8, 1969. During the first week, each teacher-participant was exposed to the philosophy, conceptual themes,content and methods of the course. An instructional staff of four, consisting of a sociologist, an educator, an administrative director, and a demonstration teacher provided instructional services. During the remaining four weeks of the training program, the members participated in the teaching and evaluation of the course. It was attempted to maintain approximately five adults to each class of 25 fifth grade children. Teachers and one member of the instructional staff determined classroom organization.

Afternoon seminars during those same four weeks were devoted to planning for summer school lessons with the volunteer children, and participants focused on the use of the Man: A Course of Study Seminars for Teachers, a guide for workshop training for the coming school year.

Selection of materials from the full year of the course was attempted in the summer school session, both to provide a complete

experience for the children and to prepare teachers for their leadership role in the Fall.

The training explained above shall be referred to as summer institute training, that which follows as in-service workshop training. The connection between them is that the leaders of the in-service workshops are the graduates of the summer institutes.

In-service Workshop Training

The major functions of the Man: A Course of Study Seminars for Teachers are to provide an understanding of the informational and conceptual framework for teaching MACOS in the classroom; to aid teachers in implementing the specific pedagogical techniques of the course; to facilitate the adoption of new approaches to learning and to children; and to offer the necessary psychological support for a new venture.

If any breakdown in the dissemination scheme exists, it appears to be in the final phase, where institute-trained teachers are expected to provide the leadership for the in-service workshops. In the schools that participated in this study, none was successful in implementing seminar-type sessions. Each of the teachers who failed to participate in the summer institute provided for their own understanding of MACOS, with informal help from institute-trained teachers.

PURPOSES OF THE STUDY

The overall purpose of this study was to determine the effects of MACOS materials and methods in selected schools enrolling large numbers of migrant and indigent children in agriculture-based communities in Florida. The specific purposes were:

1. To ascertain if children in this universe can acquire the knowledge and understand the concepts in the MACOS curriculum.
2. To ascertain if, and how, children in this universe change their attitudes toward specific concepts in the MACOS curriculum.
3. To make appropriate comparisons between the findings listed above and two different kinds of teacher training procedures:

a. National Science Foundation-sponsored summer institute training program conducted at the Florida State University

b. In-service workshops conducted in the several schools under the leadership of the teachers in each of the respective schools, trained in the summer institute program discussed above.

In addition to the above purposes, a secondary purpose was the examination of the differential effects of sex upon the achievement gains and attitudinal changes of the children engaged in the MACOS program.

NEED FOR THE STUDY

1. The study will provide a test of Bruner's major hypothesis--" . . . that any subject can be taught effectively in some intellectually honest form to any child at any stage of development."
2. The study will provide a test of the effectiveness of the MACOS materials in the affective domain.
3. The study will provide the first examination of the relative effectiveness of the two types of teacher training programs advocated by the MACOS program.

SUMMARY, FINDINGS, CONCLUSIONS, AND IMPLICATIONS

The major purpose of this study was to determine the effects of the MACOS curriculum and its teaching methods in schools enrolling large numbers of migrant and indigent children in agriculture-based communities in Florida. This was accomplished by examining the children's gains in achievement and changes in their attitudes at appropriate intervals. This study further sought to establish whether or not the different methods of training teachers in the use and methodology of the MACOS program were reflected in the success of the children, and also examined the differential effects of sex upon those criteria defined as successful learning. The following summarizes the procedures employed in the investigation, presents the findings and conclusions formulated from various analyses of the data, and draws implications for practical use of the study.

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Research Methodology

During the instructional period which extended from October 1, 1969, to May 1, 1970, data were gathered to determine achievement gains and attitudinal changes using the following instruments:

1. Man and Other Animals Unit Test
2. Netsilik Semantic Differential Scale

These instruments were so administered that data were gathered before and after each of the major units of the MACOS curriculum. These data were collected from 433 fifth and sixth grade children from three elementary schools in three Florida counties which enroll large numbers of agricultural migrant pupils. Because the decision was made to analyze data only from pupils who possessed complete data for each of the major units, the total number of subjects included in the "Man and Other Animals Unit" analysis was 299, and the total number in the "Netsilik Unit" analysis was 258.

These subjects were taught in fourteen self-contained classrooms which were divided into two distinct treatment groups. These groups were as follows:

> The first treatment group consisted of seven classrooms of both fifth and sixth grade children, whose teachers were trained in the content and methodology of the MACOS curriculum in an NSF five-week summer institute held at the Florida State University.
>
> The second treatment group consisted of seven classrooms of both fifth and sixth grade children, whose teachers were trained in the content and methods of the MACOS curriculum in in-service workshops in their own schools.

In the Man and OTHER ANIMALS UNIT, mean achievement gain scores were the dependent variable of interest. Gain scores were determined by taking the difference between the scores on a pre-test in which passages of the course content were to be read and questions answered, and the scores on a post-test consisting of the same questions, but without the content passages. Thus gain on the "Man and Other Animals Test" was the difference between initial reading comprehension scores and terminal recall of information scores. Significant gains in achievement, and significant differences between gains in achievement of children taught by teachers trained differently, were established by

the use of a printed F statistic produced from a multivariate linear hypothesis program.

F statistics from the same multivariate hypothesis technique were employed to analyze attitudinal changes determined by pre-post test differences for each of the following four concepts examined by the "Netsilik Semantic Differential Scale": ARTIC, ESKIMO FAMILIES, COOPERATION, and AMERICAN FAMILIES.

Findings and Conclusions

The following are questions and statements which summarize the results of the analysis of the data from each of the major units of the MACOS program.

Man and Other Animals Unit Achievement

Did students score better on the post-test than they did on the pre-test of the "Man and Other Animals Unit" of the program?

For those students who received instruction over the entire unit and possessed complete data (N = 299), there was a significant increase in mean post-test scores after instruction. Children from this population had grasped new information about the concepts deemed important to the content of the "Man and Other Animals Unit" of the MACOS curriculum.

Was a male-female difference in achievement gains evident in the "Man and Other Animals Unit"?

As the unit began, girls (N = 154) tended to have a slight edge on boys (N = 145) in their comprehension of reading material about animal behavior. This conforms to the 1968-69 testing done by the Educational Development Center's evaluation staff. However, with this sample of children, the results of achievement gain scores showed the boys after the post-test to be in a stronger position than the girls, although not significantly. These findings are consistent with many other studies in that girls generally make higher scores than boys on reading comprehension. They are of particular significance in that they indicate that

boys, even with a possible reading handicap, gain as much knowledge from MACOS as do girls.

Was a teacher training difference reflected in the children's achievement gain scores of the "Man and Other Animals Unit"?

In this analysis, children taught by teachers trained in the NSF summer institute (N = 153) scored significantly higher on the pre-test than children taught by teachers trained in the in-service program (N = 146). Although children taught by teachers trained in the NSF summer institute began with an obvious advantage in achievement level, they failed to gain significantly more than the children taught by teachers trained in the in-service workshop program. Regression may have contributed to the lack of difference in gain scores.

Netsilik Unit--Attitude Change

Was there apparent evidence from pre-post testing from the "Netsilik Unit" of attitudinal changes toward any of the four concepts: ARCTIC, ESKIMO FAMILIES, COOPERATION, and AMERICAN FAMILIES?

The investigation failed to find any evidence where treatment effects were instrumental in making major desired changes in pre-post semantic results, with one exception. That analysis revealed evidence of a significant positive change in attitude toward the concept of COOPERATION.

Were any male-female differences apparent in attitudinal change toward any of the four concepts from the "Netsilik Unit"?

Again, the investigation failed to find any evidence where male-female difference in attitudinal change occurred toward any of the concepts with the exception of COOPERATION. Male students were the only segment of the sample to make significant changes of a positive attitudinal shift toward the concept of COOPERATION.

Were any teacher training differences apparent in attitudinal change toward any of the four concepts from the "Netsilik Unit"?

Children taught by teachers trained in the in-service workshop program were successful in changing their attitudes toward the concept of the AMERICAN FAMILIES, although the shift was not quite significant. Children taught by teachers trained at the NSF summer institute had significant shifts in attitude toward the concept of COOPERATION. No other teacher training differences were reflected in children's attitudes toward any of the other concepts. The net effect of these analyses of attitude change is the indication that substantial change in attitude was made only toward the concept COOPERATION and only by boys taught in classes of teachers who had participated in the NSF workshop.

Implications of Findings

From the preceding findings and conclusions, certain implications may be drawn which are directly related to the proposed needs of the study. (See page 6.)

Achievement

Bruner's methodology, which has been adopted and adapted by all of the advocates of the "new" social studies, has oftentimes been accused by critics of eletism, or intellectual snobbery. In essence, what the critics are saying is that the content of the new social studies is too difficult for educationally disadvantaged students to cope with. Bruner, however, asserts that "any subject can be taught effectively in some intellectually honest form to any child at any stage of development." This study, with this sample of children, can be considered relevant evidence in support of Bruner's hypothesis. The fact that children were supplied answers, which would tend to make their scores higher on the pre-test but not on the post-test, helps to reinforce this supportive evidence.

Attitudinal Change

Shortly after conception, Brunerians and other advocates of the "new" social studies were roundly accused of removing feeling from the curriculum. Critics were correct in the conviction that the new social studies failed in providing objectives for the affective domain. Aware

of these weaknesses, the Educational Development Center, Inc., attempted to overcome these shortcomings by concentrating on materials that would appeal to attitudes in the "Netsilik Unit" of the MACOS program.

The investigation of attitudinal changes toward key concepts of the unit was disappointing to EDC evaluators during the 1968-69 school year with both urban and suburban children. The evaluators concurred that these results were, in part, due to weaknesses in their instruments. However, after revising the instruments to obtain greater reliability, the 1969-70 testing with rural Florida children also showed little affective change for children toward key concepts from the unit. Perhaps these results are due in part to the knowledge about Eskimo cultures possessed by elementary children prior to exposure to the "Netsilik Unit," or in part to the stability of the human attitudinal system when it comes to making shifts about anything. If attitudinal stability is the rule rather than the exception, the significant positive changes toward the concept of COOPERATION by boys in this sample should not be underestimated, but rather viewed as a significant contribution to the education of elementary school children.

Teacher Education

The system of teacher education concerned with the content and methodology of the MACOS program as developed by the Educational development Center, Inc., required that at least one or possibly two teachers from a school using the MACOS curriculum receive training in an NSF sponsored summer institute. Teachers receiving such training would be required to hold in-service workshop training seminars in their schools for fellow teachers who would also teach the MACOS program. Visits to each of the schools and discussions with each of the teachers on several occasions, revealed that none of the teachers trained in the summer institutes held workshop seminars as was requested by the procedures developed for teacher training by the Educational Development Center, Inc. In each instance, teachers teaching the MACOS program who did not attend the NSF sponsored summer institute were "on their own" to learn the content and methodology of the program with catch-as-catch-can help from those who did attend the summer institute.

From this viewpoint, the teacher education program had little success. However, examination of the findings indicate that successful learning was accomplished by children regardless of teacher training.

Three implications can be drawn from this conflicting information:

1. Teachers who fail to have summer institute training can feel confident of adequate success in teaching the MACOS program from self-study of the teacher's manuals and the Seminars for Teachers Handbook.

2. Successful teaching of the MACOS curriculum can be accomplished without the expense of requiring all teachers to attend a summer institute training program.

3. Institute trained teachers were not made completely aware of their responsibility as an in-service workshop team leader during the summer training sessions. Perhaps more time spent in the booklet, Seminars for Teachers, and an emphasis upon leadership duties during the summer training period would effect stronger leadership during the school year in-service workshop training programs.

Sex Differences

Jerry Fletcher carried out research on the games in the MACOS program in preparing his thesis for the Ed.D. degree at Harvard University. He found that "learning from games which are dependent upon performance in games, is independent of ability and highly associated with sex, males doing better than females." Findings from this study revealed similar results. However, in this study the results were confirmed generally for each of the major segments of the course rather than for simply simulation games. These findings contrast with traditional fifth and sixth grade settings where girls normally surpass boys in school success.

Although the differential effects of sex were seen as a subsidiary concern in this study, the implications of the results are important. From the school culture of the disadvantaged student, two characteristics of the male students stand out. First, it is during the late elementary and early junior high school years that boys begin to think about the termination of their formal schooling. Second, among disadvantaged poverty-stricken youth, young males are identified as the lower segment of stratification. The educational successes enjoyed by the male students in this study would indicate that the MACOS curriculum is a good one for overcoming these handicaps.

APPENDIX II

Survey Instrument Used in Field Visitations

by the Regional Director

BEST COPY AVAILABLE

School or School District:
Date:
Names of Conferees:

1. What problems, if any, have you encountered regarding implementation of the MACOS curriculum?

2. Support Systems:
   A. Are in-service workshops being conducted by teachers trained in the summer institute?

   B. Is there any plan to evaluate the use of MACOS with your students?

   C. Have had any further assistance from the summer institute professional staff?

   D. Do you have, or need, a system for sharing any of the course materials and/or equipment?

   E. Have supervisory/administrative personnel had an opportunity to become familiar with and/or observe the program as it is currently being implemented?

BEST COPY AVAILABLE

F. Has there been any plan to introduce the community to MACOS: P.T.A., etc.?

3. At this point in your use of MACOS, what do you perceive to be its principal strengths and/or limitations?

4. Would you care to expand the implementation of MACOS in this school (district)? If not, why? If so, what commitments can you make regarding number of teachers and purchase of materials?

5. Classroom Observation:

A. Sample Teacher Questions	Student Response

5. Continued

Teacher Questions	Student Response

B. How is teacher using media other than books?

C. Any evidence of individual or small group study?

D. What evidence exists to indicate inquiry strategies are, or have been, employed?

E. Has the teacher articulated objectives/expectations for her students?

APPENDIX III

Letter from a Florida Social Studies Supervisor

THE SCHOOL BOARD OF POLK COUNTY, FLORIDA

TELEPHONE 533-3101
AREA CODE 813

BARTOW, FLORIDA 33830

P. O. BOX 39

W. W. READ
SUPERINTENDENT OF SCHOOLS

CHAIRMAN
JAMES W. GRAY, JR
DISTRICT 4

ROBERT A. BUCCINO, M.D
DISTRICT 1

ROBERT J. ESTES
DISTRICT 2

WALTER O. GIBSON, JR
DISTRICT 3

WENDELL H. WATSON
DISTRICT 5

August 4, 1971

Mr. Robert Harrison
304 Education Building
Florida State University
Tallahassee, Florida

Dear Mr. Harrison:

Bad News! Tax-roll-back and lunches for deprived children cut such a large amount from the EIE Budget that all innovative programs were deleted, in-service was curtailed and no materials or equipment will be purchased. The Man: A Course of Study Project was a victim of the cut. I don't know what the future holds for the program, but we will work to maintain the classes now in operation.

Russ Taylor, our first "Man" instructor in Polk County, has retired from teaching to go into the ministry, but he is willing to work with the teacher who will replace him. Such is the story in Polk. You will hear from me when the situation improves. Even though your FSU grant expires this month, I know your continued interest in the program will be sustained.

Best wishes.

Sincerely,

Marie M. Whitney

Marie M. Whitney
Coordinator of Social Studies

MMW/sn

APPENDIX IV

Letter from Florida State Museum

THE FLORIDA STATE MUSEUM
UNIVERSITY OF FLORIDA

DEPARTMENT OF INTERPRETATION

the florida
state museum
museum drive
university
of florida
gainesville
32601
904/392-1721

February 8, 1971

Mr. Jack Gentry
Curriculum Development Association
Suite 414
1211 Connecticut Avenue, N.W.
Washington, DC

Dear Mr. Gentry:

The Florida State Museum has just recently moved to a new building on the campus and it is now taking this opportunity to reorient its philosophy and its educational and interpretive exhibits programs. We are using as our major thrust, interpretive displays on the "man/ecology/environment" theme that will carry the visitor through overlapping zones; briefly, as follows: Orientative-introductory, experiential, indepth, and new horizons.

One of the introductory/experiential areas will probably involve a walk-through habitat display using life size mannikins with actual artifacts in recreated scenes emphasizing typical activities of a people closely tied to its environment and with cultural patterns reflecting, in part, the limitations posed by, and interactions on a subsistence level with, its environment. This will be supplemented by panels and small diorama-like exhibits. For a number of reasons we have chosen the coastal eskimo culture type as our general subject and very possibly the Netsilingmiut as the primary focus.

Thus we are quite interested in portions of the Education Development Center's "Man: A Course of Study" program for which your group serves as publisher. We have recently met with Mr. Robert Harrison, Coordinator for the Southern Regional Center of EDC, and he has graciously offered to serve as a consultant in our educational approach generally, and especially where we might become involved with materials (audios and visuals) and philosophy employed in the "Man: A Course of Study" program. We are also contacting personnel at the Smithsonian Institution, where there has been some exhibit work along these lines, for any assistance that might be available there.

Is there a possibility that we might obtain, on a temporary loan basis, printed materials plus the audios and visuals (movies and film strips) on the Netsilik Eskimos from your association; keeping in mind that we might subsequently purchase these for use in our educational and exhibits programs. And in this regard, is there a possibility that we might use these materials on a gratis basis while making reference when and where parts (if this is indeed possible?) are used to the Education Development Center, Inc., particularly the office of the Southern Regional Center for EDC at Florida State University.

This has been a rambling letter, but hopefully you can better understand what we are trying to accomplish. I have enclosed some information on the Florida State Museum that may be of some interest. In summary: We are wondering if there are possibilities for your helping us in the use of these materials in such a way that the right and proper educational objectives of both the Educational Development Center and the Florida State Museum might be realized.

If you should like to call for further information our number here is 904-392-1721.

Sincerely yours,

Edward A. Munyer

Edward A. Munyer
Coordinator of Education

EAM:ct

Enclosures

cc: Mr. James A. Macbeth
Mr. Robert Harrison
Dr. William R. Bullard, Jr.

APPENDIX V

Summer Institute Brochur : 1971

MAN: A COURSE OF STUDY

SOUTHEASTERN REGIONAL CENTER
For the Improvement of Instruction
in Elementary School Social Studies
funded by
The National Science Foundation

THE
FLORIDA STATE
UNIVERSITY
304 Education Building
Robert Harrison: Regional Director

Summer Institute Program
July 5 - July 16, 1971
July 19 - July 30, 1971

MAN: A COURSE OF STUDY

Southeastern Regional Center
The Florida State University
Tallahassee, Florida 32306

Dear Educator:

Over the past decade, the National Science Foundation has launched numerous projects designed to improve the quality of curricula and instruction in the nations schools. Perhaps the most notable effort in elementary school social studies has been the funding of Man: A Course of Study, an innovative social studies program for the intermediate level prepared under the direction of Jerome Bruner. This course is now available to school districts desiring to introduce it and who meet teacher training requirements.

Man: A Course of Study was introduced in the Southeast in 1969 and is now being taught to over 3,000 students in 70 classrooms in Georgia, Florida, South Carolina, North Carolina, and Alabama. The program is administered through the Southeastern Regional Center at The Florida State University.

The enclosed materials describe our role in assisting school districts assure quality implementation of Man: A Course of Study through consultation activities and the preparation of in-serivce workshop leaders. Two institutes will be held on the campus of The Florida State University during the weeks of July 5-16 and 19-30, 1971.

If you are interested in learning more about this exciting course or introducing it to your students, I invite you to contact me at your earliest convenience.

Sincerely,

Robert S. Harrison

Robert S. Harrison
Southeastern Regional Director
Man: A Course of Study

REGIONAL CENTER FOR THE IMPROVEMENT OF INSTRUCTION
IN ELEMENTARY SOCIAL STUDIES

(a National Science Foundation funded project)

Summer Institute 1971
Information Sheet

Florida State University
Tallahassee, Florida 32306

The Regional Center has been funded to provide leadership training and consultation to public, parochial and independant schools in the Southeast planning to implement Man: A Course of Study. Central to the introduction of this course in the schools is an extensive staff development program involving all teachers using the course in an examination of the substantive and pedagogical issues raised by Man: A Course of Study. Two Summer Institute sessions are scheduled for this year to accommodate the large number of schools requiring trained workship leaders for the coming year. Each district can enroll one or two participants depending upon the size of the pilot project anticipated: one leader for 4-10 teachers and one or two leaders for over 10 teachers.

Dates: Session 1 July 5 - July 16, 1971

Session 2 July 19 - July 30, 1971

Credit: Participants will receive four graduate credits in Social Studies Education 523

Expenses:

Tuition	Scholarship ($96.00 for four credit course paid by the National Science Foundation)
Room & Board	from $48.00 per week or may be arranged by each participant
Materials	$13.00 Man: A Course of Study sample set (1971 edition - available from Curriculum Development Associates)

Schools planning to introduce Man: A Course of Study and enroll a participant on one of the Summer Institute session should:

1. Complete and return a pink pre-registration sheet as soon as possible. Deadline April 30
2. Commit five or more classrooms and teachers to the project. (Under special circumstances and with permission from the Regional Director, variation will be allowed.)

3. Purchase one classroom set of materials from Curriculum Development Associates for each teacher who will be teaching the course.
4. Contract for purchase or rental of course films. (8mm format available from Curriculum Development Associates.)
5. Arrange a staff development program for teachers involved in the course for the first time to be led by a person having attended a Summer Institute. (It is suggested that in-serivce workshops consist of 20 two-hour sessions.)
6. Assign an administrative officer to the project (During the year the administrative officer will assist the workshop leader and along with the workshop leader maintain liaison with the Regional Center.)
7. Forward a letter, signed by an administrative officer for the school district, to the Director of the Regional Center indicating that each of the above has or will be arranged. (Include the name and address of both the administrative contact assigned to the project and the teacher selected to participate in the Summer Institute.)
May 14

The person selected to attend the Summer Institute should be one having the qualities of leadership required to conduct a successful staff development program, in addition to being a master teacher. Upon receipt of the letter formally committing the school district to the project, registration materials and additional information regarding the Summer Institute will be forwarded directly to the participant. This should be completed no later than: June 11

Schools desiring to introduce Man: A Course of Study but unable to send a participant to one of the Summer Institute sessions should contact the Regional Center. The Regional Center staff will assist these districts to (1) contact a trained leader in the area who would be willing to contract for workshop services or (2) combine with other schools in the area in a joint workshop effort. Experence indicates that optimum workshop size is between 8 and 20 with the quality of interaction declining slightly above or below these figures.

We see it as our responsibility to provide for the workshop needs of every school and school district in the area served by the Regional Center. Every effort will be made to see that no school desiring to implement the

program is refused Man: A Course of Study because we were unable to assist them in meeting the staff development requirement. You, in turn, can assist us by early notification of your desire to introduce Man: A Course of Study.

If you desire further information regarding Man: A Course of Study or the work of the Regional Center, please call or write:

Robert S. Harrison
Southeastern Regional Director
304 Education Building
Florida State University
Tallahassee, Florida 32306
Telephone: (904) 599-4409

MAN: A COURSE OF STUDY
PRICE LIST AND ALTERNATIVE PURCHASE PLANS

ALTERNATIVE NO. 1: Pilot Program Package
Complete set of super 8mm films (16 titles), five(5) classroom sets, and one (1) Technicolor 1000A Super 8mm Optical Sound Cartridge Projector — $3,495.00

ALTERNATIVE NO. 2
Films and five classroom sets only — $3,200.00

ALTERNATIVE NO. 3
Five classroom sets of materials — $1,500.00
Lease/purchase films:
- @ date of purchase — $ 700.00
- one year later — $577.00
- two years later — $560.00
Purchase one Technicolor Super 8mm 1000A — $ 349.95

Initial Cost of Pilot Program — $2,549.95

ALTERNATIVE NO. 4
Purchase one or more classroom set — $325.00*
Rent 16mm films one year — $170.00
$ 495.00

*1-4 classroom sets $325.00
5 or more $300.00

ALTERNATIVE NO. 5
Purchase "x" number of classroom sets
Purchase 16mm films — $2,495.00*

*1-4 classroom sets $325.00
5 or more $300.00

Sample Sets for Preview

One each of 20 student booklets and 7 teacher guides:
Complete set — $13.00
Student booklets only — 8.00
Teacher's guides only — 5.00

All purchase orders are sent to:

Order Department
Curriculum Development Associates, Inc.
Suite 414
1211 Connecticut Avenue, N.W.
Washington, D.C. 20036

Date_____

To: Robert S. Harrison
Southeastern Regional Director
Man: A Course of Study
304 Education Building
The Florida State University
Tallahassee, Florida 32306

From: (PLEASE PRINT)
Name_____

Position_____

School District_ _____

Address_____ _____ _____

_____Zip_____

Phone (___)_ _____ _____

Re: Man: A Course of Study

We plan to introduce or expand Man: A Course of Study in _____ classrooms involving approximately _____ students and _____ teachers during the 1971-72 school year and wish to enroll _____ participants in the Summer Institute to be held at Florida State University (circle one) July 5-16 July 19-30, 1971. I understand that this does not constitute a formal commitment and that the school district will be asked to make such a commitment at a later date. Please contact me at your earliest convenience so that final details of our participation can be worked out.

Signed_____

Title_____

APPENDIX VI

MACOS Leadership Conference:

Wakulla Springs, Florida: May, 1971

MAN: A COURSE OF STUDY

Southeastern Regional Center
The Florida State University
Tallahassee, Florida 32306

Robert Harrison: Regional Director
Dept. of Social Studies Education
304 Education Building, F.S.U.

(904) 599-4409 Office
(904) 385-3309 Home

REGIONAL INSTITUTE FOR COLLEGE PERSONNEL AND CURRICULUM LEADERS
MAY 3rd, 4th, and 5th
WAKULLA SPRINGS LODGE

The Southeastern Regional Center has been afforded an opportunity to join a growing network of colleges and universities who, this spring, are conducting three to five day institutes expressly for educational leaders who seek quality curriculum innovation in elementary school social studies.

Those who have been charged with the responsibility of disseminatin and implementing Man: A Course of Study have consistently required a teacher training component be retained as the most viable alternative for improving instruction and sustaining curriculum change. However, the growing interest in MACOS demands a broader base for such a component. The MACOS spring institute program has been designed to:

1. qualify college personnel and curriculum leaders to establish pre-service college courses and school in-service staff development programs

2. provide participants an opportunity to examine in some depth the anthropological concepts around which the course is structured, and the resourcefulness of the course for inquiry and value issue teaching

3. enable key professionals to serve as consultants to schools in the important function of staff development

We have been fortunate in securing the facilities of the gracious Wakulla Springs Lodge for our institute. Participants will find the beauty and serenity at Wakulla most fitting for our conversations and reflections. Rooms with twin beds are available at $16.00 per day including three meals, all tips, and two coffee breaks daily; single rates are $18.50 per day. Participants

MAN: A COURSE OF STUDY—A one-year course for upper elementary grades developed by the Social Studies Curriculum Program of Education Development Center, Inc., Cambridge, Massachusetts, under grants from the National Science Foundation.

must provide their own transportation, though we will be happy to meet any who arrive by air and drive them to the lodge. For those who are driving we have enclosed an area map giving the most direct routes to Wakulla Springs Lodge. We would appreciate knowing your travel arrangements in either case in order to make necessary room reservations.

We urge you to send us a $25.00 registration fee as early as possible. The $13.00 materials fee may be paid anytime during the institute. Should you have questions or need further information please call, collect, to the Southeastern Regional Center.

Sincerely,

Robert S. Harrison
Southeastern Regional Director
Man: A Course of Study

MAN: A COURSE OF STUDY

REGIONAL INSTITUTE FOR
COLLEGE PERSONNEL AND CURRICULUM
LEADERS

WAKULLA SPRINGS LODGE
WAKULLA, FLORIDA
MAY 3, 4, 5

Staff:
Robert S. Harrison: Southeastern Regional Director, MACOS
Dennen Reilley: Eastern Regional Director, MACOS
Anthony Paredes: Anthropologist
Wade Schlott: Classroom Teacher, F.S.U. University School
Peter Dow: Social Studies Project Director, E.D.C.

3 STATES REPRESENTED

Man Learns of Man At Wakulla Seminar

By SEV SUNSERI, Staff Writer

WAKULLA SPRINGS — Man is learning about man here so he can go back to either of the three states from which he came and teach others.

Man, in this case happens to be some 20 educators, both men and women, attending a three-day seminar on "Man, a Course of Study."

And they picked this natural springs resort and wildlife refuge area for the prime solitude and quiet — an abundant natural resource at the nationally recognized acreage of Ed Ball that has become a tourist attraction.

THE SEMINAR, coordinated by Robert S. Harrison who is with the department of social studies education at Florida State University, is one of a series of 17 being held across the U.S. on man as a human and is principally aimed at university, public and parochial school faculty.

Harrison is the director of the Southeastern regional center of the MACOS, one of five funded by the National Science Foundation.

According to the director, the aim is to create a trained cadre of professionals to implement a course on man in schools under a social studies curriculum.

THE UNIVERSITY-TRAINED people attending the three-day seminar headquartered at the Wakulla Springs Lodge came here from Alabama, Florida and Georgia, and are reviewing miles of film and virtually a hundred pounds of printed brochures, all of it scheduled as a flexible study of humans, how they got that way, and "how they can be made more so."

One brochure distributed by Harrison on the course of study says these are the three basic questions defining the concerns "of a new social studies course currently being introduced in schools across the country and abroad."

Thus, man, "his nature as a species, the forces that shaped and continue to shape his humanity," becomes the content of a course for teachers who ultimately will transfer the skills of the course to students.

APPENDIX VII

TWO WEEK SUMMER INSTITUTE FORMAT: 1971

First Week

MONDAY	
9:00 AM - 10:00 AM	Registration Introductions
10:00 AM - 12:00	What makes Man Human? -A Look at our own lifetimes -Life Ropes -Personal Collage (the other world of ourselves)
12:00 - 1:00 PM	Lunch
1:00 PM - 3:00 PM	A consideration of life cycles of other animals and a comparison with man. -development of tentative hypothesis of differences and similarities of Man and other animals -development of concept of Life Cycle -Analysis - Life Cycle of Salmon in comparison with Man
3:00 PM - 3:45 PM	Dialogue Analysis of Teaching/ workshop strategies -Processing of data -Formulating hypothesis -Teacher behaviors (sequencing of questions) -Use of interaction facilitators (work in small groups)

TUESDAY	
8:00 - 8:30 AM	Button Game An experience with personal perceptions of others.
8:30 - 10:00 AM	A look at Life Cycles of other animals and a comparison with man.
10:00 - 10:30 AM	Coffee Break
10:30 - 11:45 AM	Developing the concept of Adaptation -Structure as related to behavior -The concept of Adaptation (intake of data - processing of data - verification of generalizations) -Application of understandings about adaptation
11:45 - 1:00 PM	Lunch
1:00 - 3:00 PM	Extending the concept of Adaptation -Interpretation of data from a single source (teacher directed inquiry) -Verification of hypothesis on previous adaptation experiences by looking at another data source "Peppered Moths" -Comparison back to Man.

WEDNESDAY

8:00 - 10:00 AM	Application of understandings about Structure, Behavior, and Adaptation -Construct imaginary animals -Initial experience in initiating participants in the techniques of question strategies (this is preparation for their roles as inquirer-leader) -Discussion of the Inquiry Sessions
10:00 - 11:45 AM	An investigation of the causes of Behavior (Herring Gull) -Exploring concepts of learned and innate behvaior -Developing techniques in processing data that is observed and that which is inferenced. -Development of hypothesis on innate and learned behavior
12:00 - 1:00 PM	Lunch
1:00 - 3:00 PM	Gathering more data -A look at Herring Gulls' booklets, DeVore tape, Learned and Innate booklet, Information and Behavior booklet and Herring Gull Filmstrip -Giving evidence to support original hypothesis
3:30 - 4:00 PM	Evaluation of Workshop
4:00 - 4:15 PM	Homework assignment on demensions of learning in Observers Handbook

THURSDAY

8:00 - 8:30 AM	Dialogue Analysis of Tuesdays Session -Review general objectives of workshop strategies: -Data gathering from variety of sources -Organization of data on retrieval chart -Open sequenced questioning by teacher -Acceptance and clarification behaviors which enable learning to take place -Concept development of concrete experiences to abstract experiences -Strategy for facilitating assimilation of data -Three different inquiry processes (1) contrasting (2) comparing data (3) generalizing -Testing generalizations, altering, modifying them according to new evidence -Teacher strategies on data input -Application of generalizations -Initiating participants into mini-teaching lessons on behaviors in an inquiring situation

THURSDAY (cont.)

8:30 - 10:00 AM	Developing the concept of Learning: Learning in Baboons -View films "The Younger Infant" and "The Older Infant" -Participants lead groups using acceptance and clarifying behaviors
10:00 - 10:30 AM	Coffee Break
10:30 - 12:00	Comparisons of Learning Animals and Humans: -Retrevial of data from homework experience and learning -Develop concept of learning as an adaptive behavior - related to learning in animals to Man -Experiences to enlarge understandings of man's learning View films: Autumn River Camp - 3 Sea Ice Camp - 2 Sea Ice Camp - 3 -Retreival of data on Learning
12:00 - 1:00 PM	Lunch
1:00 - 3:00 PM	Time for exploring materials and audio-tapes (Bruner's Rationale for "Man")

FRIDAY

8:00 - 9:00 AM	Input on using MACOS Teaching Guides
9:00 - 9:45 AM	Verification of hypothesis about how man is similar and different to other animals -Modifying of any hypothesis according to the new data
9:45 - 10:15 AM	Input on the Diagnostic and Prescription Model of Teaching
10:15 - 10:30 AM	Coffee Break
10:30 - 11:30 AM	The process of the Anthropologist -Examine field notes of DeVore, Knud Rassmussen -Retrevial of ideas
11:30 - 12:00	Field work assignment -Observation of one or more persons interaction's or a local site for a period at least 1 1/2 hours. -Record data - Anthropologis on Monday will work with participants on the process of the anthropologist and analyze their observations and observation process.
12:00 - 1:00 PM	Lunch
1:00 - 3:00 PM	Field Experience

Second Week

MONDAY

8:00 - 10:00 AM — Analysis of Friday's field experience in observing human behavior: Relationship that experience to processes used by anthropologists

10:00 - 12:00 AM — Lecture on Similarities and Differences on Man and other primates

12:00 - 1:00 PM — Lunch

1:00 - 2:00 PM — Cross cultural perspectives: lecture

2:00 - — Analysis of components of film "The Hunter" part I

TUESDAY

8:00 - 10:00 AM — Analysis of film "The Hunter" part I in terms of the concept of culture
-participants
-anthropologist

10:00 - 12:00 — Concept of Structure and Function as related to physical objects: providing a new way of looking at tools and technology
-Use ERIE Module

12:00 - 1:00 PM — Lunch

1:00 - 2:00 PM — Development of concept of Structure and Function as related to social organization
-build an aesthetic structure
-each group shares structures
-analysis of social organization of group (ERIE Module)

TUESDAY (cont.)

2:00 - — Expansion of concept of social organization
-Play simulation game "Star Power"

WEDNESDAY

8:00 - 9:00 AM — Dialogue Analysis: Comparison of lecture method with open-ended questions:
-lecture - input, lacks learners involvement in higher level thinking skills
-open-ended - variety of responses no need for expansive knowledge base to enter into discussion
-question sequence procedes from what to why levels of questions

9:00 - 12:00 — Social Organization of Baboons
-Review Tuesday PM experience
-Show "Baboon Troop" film: no narration
-Groups discuss what they observed about how baboons lived together
-Total group: ask question "What ideas do you have about the social organization of baboons?"
-Verifying hypothesis: find support from these sources:
1. DeVore film "Male Dominance in Baboons"
2. "Baboon Troup" with narration
3. Field notes
4. Baboon booklet
-Ask "What did you find that supported your hypothesis?"

12:00 - 1:00 PM Lunch

WEDNESDAY (cont.)

1:00 - 2:00 PM Total group - question "What is the value of a dominance hierarchy in the survival of a baboon troop?"

2:00 - Free time to study materials

1:00 PM Explain to participants that they have 1 1/2 days to do independent research on the Netsilik.
-Show film "Knud"
-Explain retrieval chart

THURSDAY

Meeting the Netsilik on a affective level participants sit in a circle

8:00 (Eskimo background music)

1. Participant reads preface to Guide #6 "What is a Man?"
2. Film: Sea Ice Camp 5 (10 minutes +/-)
3. Discuss question: What were some of your impressions of the Netsilik?
4. Participant reads p. 5, 7, 8 of This World We Know (Souls & Spirits)
5. Record: Nuliajuk (Words Rise Up)
6. Read: Songs and Stories "Magic Words for Seal Hunting"
7. Film: Sea Ice Camp 2
8. Participant reads first stanza of "Hunger"
9. Film: Sea Ice Camp 6
10. Discussion: "What are some of your feelings?"
11. Participant reads "Magic Words for Caribou Hunting" (Songs & Stories)
12. Film: "At the Acribou Crossing Place" #3.
13. Using butcher paper ask participants to express any feelings they have non-verbally: draw
    -find someone to share with
    -anyone may also share with the total group when all have finished

LATE SUMMER	AUTUMN	WINTER	SPRING
Food			
Clothing			
Shelter			
Religion			
Tools			
Family structure			

Third Week

FRIDAY

Participants gathering data

-request for volunteers who will lead a discussion aimed at generalizing from the data:

What similarities do you see in the _____ during various times of the year?

Differences?

Why do these differences (similarities) exist?

Are there some summerizing statements you can make about the food (tools, etc.) of the Netsilik?

Main focus of discussion centers on how Netsilik are able to adapt to their environment in the various seasons

MONDAY

8:00 - 9:30 AM Generalizing from organized retrieval chart
1. lead by participants
2. lead by staff members to synthesize generalizations
   -ask question: What broad statements can you make about Netsilik culture?
   -list generalizations on board

9:30 - 10:00 AM Discussion: "What ideas do we now have about what makes Man human?"

10:00 - 12:00 Preparing participants for presentation to administrators:
A. Broad objectives of program
B. Concepts developed
C. Use of materials
D. Kinds of learning experiences
E. Inquiry training

12:00 - 1:00 PM Lunch

1:00 - Simulation Games
-Seal Hunt
-Caribou Hunting

TUESDAY

8:00 - 9:00 AM Concept of culture
-Participants read "Talks to Teachers" guide on concept of culture
-Relate this data with earlier experiences with anthropologist in small groups then relate ideas back to group as a whole.

TUESDAY (cont.)

9:00 - 10:00 AM	An overview of conceptual themes in MACOS -Participants list on board materials which are data sources used to develop each conceptual theme -Input by workshop leaders
10:00 - 10:30 AM	Coffee Break
10:30 - 12:00	Evaluation -Strategies of Childrens' learning and teaching behaviors in "Man" program -Examination of "Evaluation Strategies" teacher's guide
12:00 - 1:00 PM	Lunch
1:00 - 2:00 PM	Evaluation Strategies discussion continued
2:00 - 3:00 PM	Role playing the controversial issues about the "Man" program

WEDNESDAY

8:00 - 8:30 AM	Small group discussions on implementing MACOS in the classroom -Discussion of concerns expressed earlier to workshop leaders
8:30 - 9:30 AM	Button Game - participants will see if their perception of the other person has changed during the workshop
9:30 - 10:30 AM	Evaluation of workshop
10:30 - 11:00 AM	Close workshop singing "The Circle Game"

Appendix VIII

Sample Module from Summer Institute Model Program

Adaptation Module

Developing the Concept of Adaptation

1. Relationship between behavior and structure.

   a. Ask participants to look over the record of their behavior when they first got up to the time they came to the workshop, and on another sheet of paper, ask them to list some of their own physical structures that enabled them to do these things.
   -give them a model for the task they are to do and what the word structure, used in this context, means, by performing some act, and asking participants "What did you observe me doing?" (list on board) "What structures did I use?" (list) "These are the kinds of things we are looking for." Let participants work on this for about 5 minutes.
   -Retrieve some examples from them on board.

2. Show about 10 minutes of film "Animals in Ambolesi". Ask participants to observe behaviors and structures that enable those behaviors of animals in the film.

   a. List several animals, their behaviors, and structures on board following the film. This is to widen understanding of concepts of structure and behavior.

   b. Following the listing, ask "How do the structures and behaviors of these animals enable the animal (as indicated on the list) to survive in their environment?"

Expanding Concept of Adaptation

3. For synthesis of understandings on the concept of adaptation, have participants read booklet, "Adaptation" and generalize from it.

   a. Have participants divide into small groups (about 4). One participant in each group is to act as leader by reading the booklet as others follow. Whenever questions are asked in the booklet, participants are to discuss their ideas about the question asked. (In this way, all group members are using the data, plus previous experience and knowledge to discuss. This is part of helping group to assimilate the data input.) This also demonstrates a technique effective in classroom teaching where less able readers are able to have data available in booklet, and to give their ideas on an equal basis with others more skilled in reading.

4. Following group reading and discussion of booklet, teacher leads a total group discussion in helping them generalize the data.
   (Task II - Interpretation of Data from a Single Source)
   (Teacher-directed inquiry)

   a. Teacher asks, "What ideas did you get from the booklet?"

Strategies as listing of ideas is given:

1. "I hear you saying . . . " (paraphrasing to be sure idea is understood, and to help the person giving idea to hear his idea)
2. "Could you telllus a little more about that?" (extending data base)
3. "I have a feeling you have a question that you are asking. Does anybody have an idea about this? I don't really have that information."
4. Following contribution of other members, "Are you satisfied with what you found out, or do you want to know more? If you want more information about it, you could go to the library to find out. I'm going to write you question down on the board and if you want to find out about that, you can do it later."
5. "What else did you find out?"
6. "Can you give us some examples?"
7. "Considering all the animals you know, would this be generally true?"
8. As other questions are raised by the group needing more data than provided in the booklet, teacher writes inquiries on board.

Strategies for generalizing:

1. "Considering all the ideas we've talked about what relationships between structure, behavior, and adaptation do you see?"
2. "Could you state it in some way that I could write on the board? I'm having difficulty understanding just what you mean." (Following this move, participant tries to work through idea to a clearer generalized statement)
3. "Could you read that back (statement that learner has come up with) to see if that is what you want to say?" (This kind of move establishes a model for the group for what a generalization is) "This is an example of the kind of statement I'm asking you to make."
4. "Now take a conference period together. Turn to your partners and talk a few minutes and see if you can come up with statements that you believe to be true about the relationship between structure, behavior, and adaptation. Following five minutes of interaction, teacher asks again for generalizations, "What statement did you come up with?"

5. Verifications of generalizations made from (#4 experience) generalizations made from booklet on Adaptation.

1. "Now we are going to find out if we can support or reject these statements, or in some way modify them."
2. Group is asked to read the "Peppered Moth" booklets (if none are available, they are included in the teacher's guide) in small group, and discuss among themselves.
3. When group is ready, ask participants to look at the generalizations made from Adaptation booklets and tell which seem to be supported by new evidence, or need to be altered or rejected. "Use this information to see

whether it supports your generalizations, or not."

a. Strategies:
   (1) Encouragement of differing points of view - "Anyone want to challenge that?"
   (2) "Do you think the information in this booklet (Peppered Moth) was enough to support your generalizations?"

4. Following this verification period, teacher brings focus of discussion onto Man - "Pick out one or two statements that would be true for Man?"

Application of understandings about Structure, Behavior, and Adaptation.

1. Tell participants they are to construct an imaginary environment and an imaginary animal with structures that would enable it to survive in the environment. This is to be done in five different groups. Groups may label their environment with an imaginative title. They are not to look at each other's boards.
2. As groups are working, ask one member of each group to meet with you in order to prepare them for their roles as inquirer-leader following the completion of the boards. (This experience is to initiate participants to techniques in questioning strategies). Instruct this group that they will remain with the environment built by their group. The other group members will visit other boards and give their ideas as to how the particular animal in each environment is able to survive. Leaders are to ask the following questions of visitors:
   -In what ways do you think this animal behaves?
   -What structures do you see that enable it to behave that way?
   -How is it able to survive in this environment?

   a. Give these leaders specific skills to practice during this inquiry session:
      -Leaders are not to answer questions, but to ask questions.
      -Leaders are to use accepting responses to whatever responses are given by visitors
      Give leaders examples of how to accept responses - (nodding of head, reflecting back what the response is, smiling, etc.) Leaders may also need to ask clarifying questions, or "Why do you think so?" But the most important role is not to be an answer-giver.

   b. Directions to tour guide leaders
      (1) What we want to do is help the visitors apply their understandings of the concepts of structure and behavior in terms of the adaptation to environment. In order to help them establish this relationship, we're going to ask you to ask them some questions:

1. In what ways do you think this animal behaves?
2. What structures enable it to behave this way?
3. How is it able to survive in this environment?

(2) Your procedure will be to ask the first question and then encourage as amny responses as possible. Then ask the third question, which is a higher-cognitive level question which requires participants to put the ideas together arrived at through #1 and #2 question.

(3) The second skill you will practice is that of acceptance of responses. Acceptance means showing in various ways that you understand the response that is given. Such acceptance behaviors are indicated by a nod, a smile, "I see", or reflecting back what you think the intent of the response is. The purpose of providing participants an opportunity to practice this skill of acceptance is to bring out that learners perceive things in a different way, and using the skills of accepting responses is a recognition of this.

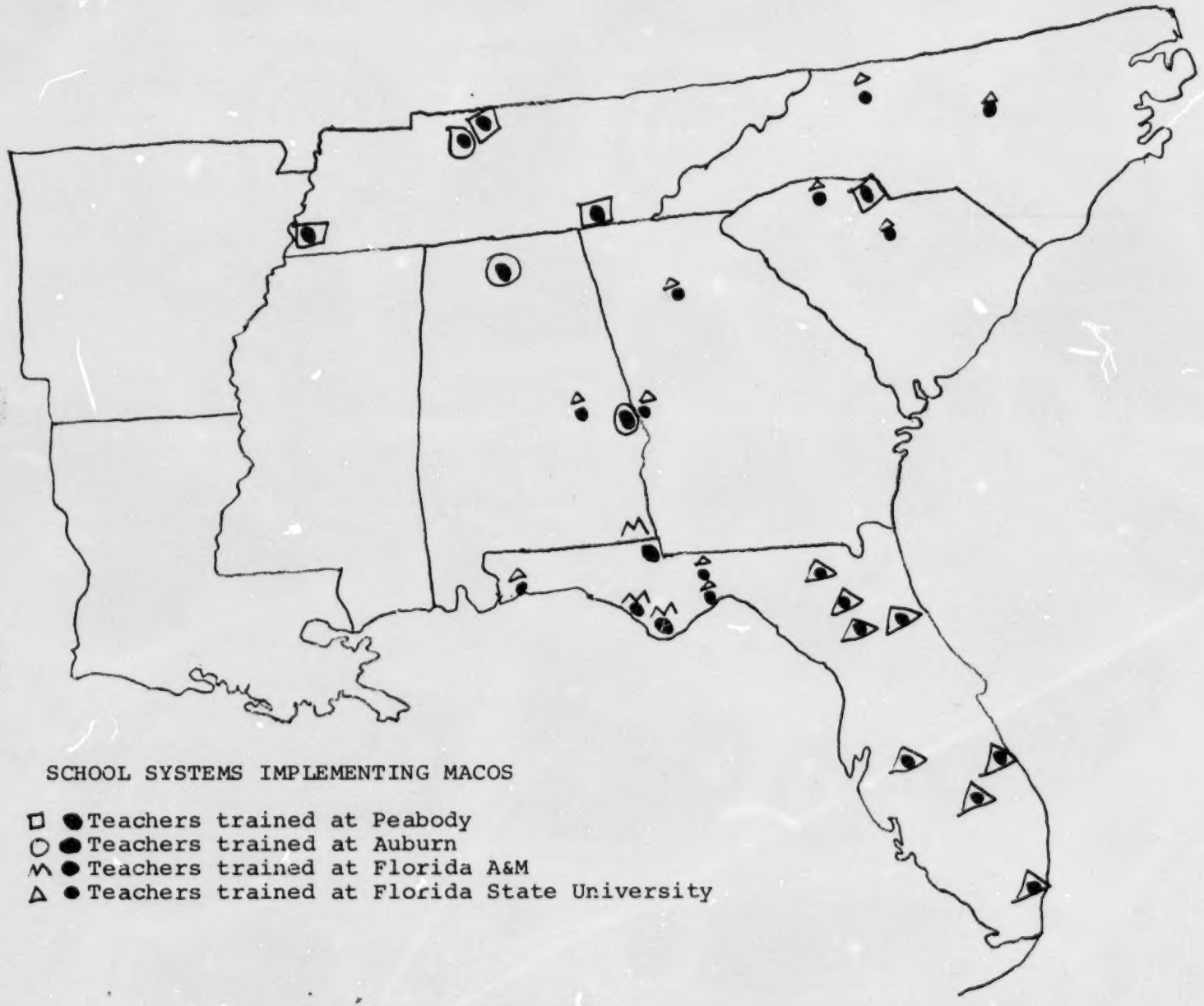
3. When groups finish boards, give directions as to their task: they are to go visit other boards, with a view to applying their knowledge about behavior, structure, adaptation to determine how a particular animal survives.

4. Following this, each group is to move their animal to another environment and determine if it could or could not survive, and why or why not.

5. Debriefing of the inquiry sessions:-
   a. Bring total group together and review for them the role that the inquirers played during the tours. Share with total group how tour guide leaders were prepared for their leadership role.
   b. Ask the tour guides to share their experience - "How did you feel during this experience?"

Appendix IX

Regional Center Dissemination Map and Participant List


SCHOOL SYSTEMS IMPLEMENTING MACOS
Teachers trained at Peabody
Teachers trained at Auburn
Teachers trained at Florida A&M
Teachers trained at Florida State University

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Leon County, Florida

November 23-24, 1971

Time: 8:30-12:00 AM - 1:00-4:00 PM

Consultants: Mr. Bob Watanabe and Mr. Bob Harrison

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4.	Sarah Blackshear	Bond
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6.	Julie Woodworth	Moore
7.	Doris Gilliam (pt. time)	Astoria Park
8.	Gloria Simmons	Sabal Palm
9.	Elsie Smith	Sabal Palm
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13.	Gloria Gant	County
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